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ABSTRACT

Designed for use with secondary students who have explored career paths and wish to pursue a career in business, management, and technology (BM&T), this module focuses on providing work-based learning experiences. Introductory materials include the following: career paths rationale and philosophy, benefits of using career paths, information on linking to what students should know and be able to do, and school-specific information and local resources. The module consists of four activities designed to give students the opportunity to experience some knowledge and skills required for BM&T occupations: marketing and sales; administrative support; executive, administrative, and managerial; and computer, mathematical, and operations research. The module also contains three activities that give students a more indepth look at the BM&T career path. Activity 1 provides students with strong experience in and understanding of all aspects of the industry; activity 2 helps students develop reasoning and thinking skills while focusing on communication and technology skills involved in job application and procurement; and activity 3 is a profile and job shadowing/mentorship experience with a strong emphasis on communication skills. Three other sections include supplemental information for the instructor; 18 annotated references; and student materials with information about the career planning process and student personal portfolio and module activity sheets. (YLB)

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ED 419 917

*Module for*

# Business, Management, & Technology

## CAREER PATH

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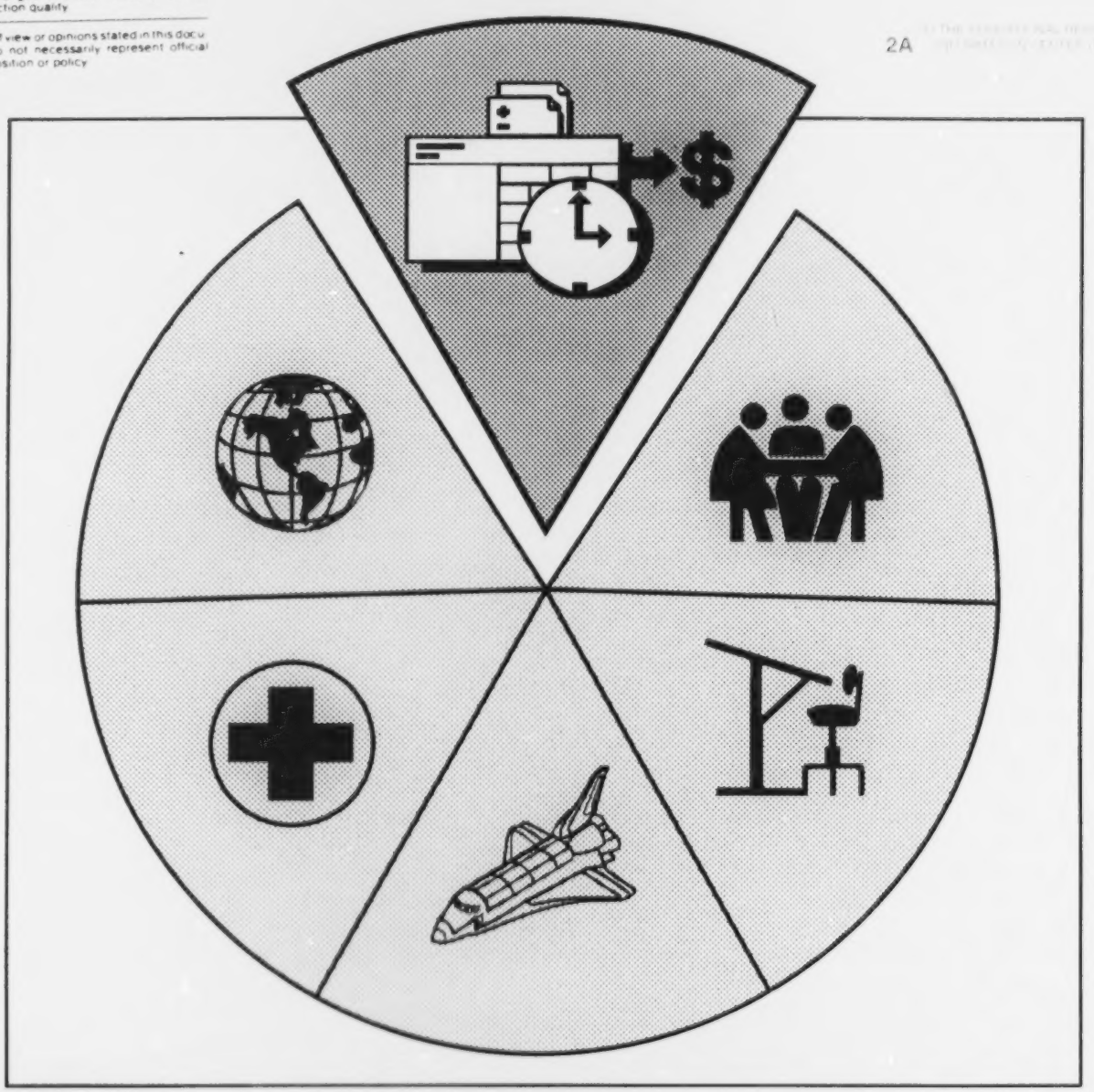

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# LIST OF ACTIVITIES

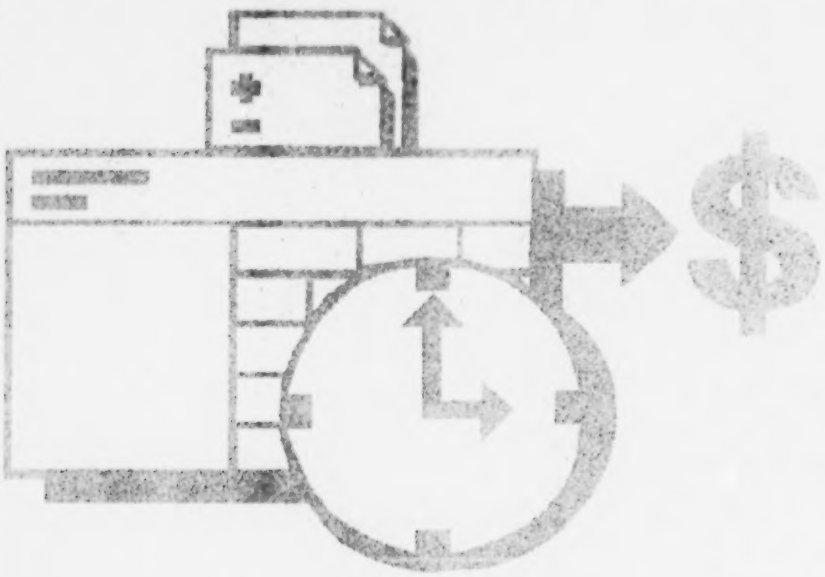
### *Experiences In The Workplace*

| | |
|---|---|
| Title of Activity: | **Marketing and Sales** |
| Time frame: | Three to five class sessions |
| Suggested Materials: | Computers with software which offers templates for Marketing Plan or comparable information |
| Title of Activity: | **Administrative Support** |
| Time frame: | Three to five class sessions |
| Suggested Materials: | Computers with software for word processing |
| Title of Activity: | **Executive, Administrative and Managerial** |
| Time frame: | Three to five class sessions |
| Suggested Materials: | Computers with software for word processing |
| Title of Activity: | **Computer, Mathematical and Operations Research** |
| Time frame: | Three to five class sessions |
| Suggested Materials: | Computers with Internet access |

### *Module Activities*

| | |
|---|---|
| Title of Activity: | **All Aspects of an Industry** |
| Time frame: | Five to ten class sessions (depending on assignment) |
| Suggested Materials: | All Aspects of an Industry Instructional Module, IML, resources to prepare written report or presentation software |
| Title of Activity: | **Job Application/Procurement Process** |
| Time frame: | Five to ten class sessions (depending on assignment) |
| Suggested Materials: | Internet access and e-mail, samples of current Job Vacancy Announcement(s) and Dictionary of Occupational Titles, local newspaper(s), computer software—templates for resume and letter of application, media to video interviews |
| Title of Activity: | **A Professional Profile** |
| Time frame: | Four to seven class sessions |
| Suggested Materials: | Internet access, resources to prepare written |

# *Materials for the Teacher*



# Business, Management, & Technology Career Path Module

## *About the Business, Management, & Technology Career Path Module*

This module is designed for secondary students who have explored the career paths and wish to pursue a career in Business, Management, & Technology (**B, M, & T**). The focus of this module is to provide work-based learning experiences for students. The activities in this module are flexible so they can be used as part of a careers class, a business/marketing program, or any related course such as the Tech Prep applied classes. The module is designed for expandability so that students can complete one or more of the "Experiences in the Workplace" and/or one or more of the module activities.

The module consists of four brief activities which are designed to give students the opportunity to experience some of the knowledge and skills required for occupations in **B, M, & T**. It is recommended that students complete all four of the "Experiences in the Workplace" to explore the career path. The module also contains three activities which will serve to give students a more in-depth look at the **B, M, & T Career Path.**

***Experiences in the Workplace***

1. Marketing and Sales
2. Administrative Support
3. Executive, Administrative and Managerial
4. Computer, Mathematical and Operations Research

***Activity 1*** is designed to provide students with strong experience in and understanding of All Aspects of the Industry.

***Activity 2*** helps students develop reasoning and thinking skills while focusing on communication and technology skills involved in the job application/procurement process. Instructors may choose to use Activity 2 as a meaningful exercise for all students.

***Activity 3*** consists of a profile and job shadowing/mentorship experience with a strong emphasis on communication skills.

The module is organized into four sections:

1. Materials for the Teacher which consists of instructional materials and information helpful to the instructor.
2. The Resource Section which is designed to provide supplemental information for the instructor including the Career Clusters list and statements indicating "What Students Should Know and Be Able to Do" as they work through the activities in this module and prepare for additional school-based and work-based experiences to prepare for a career in **B, M, & T**. The statements are cross-referenced to the Missouri Show-Me Standards and Curriculum Frameworks.

3. An Annotated Reference which gives sources for relevant resources.
4. The Student Section which consists of information about the career planning process and the student personal portfolio as well as module activity sheets for the three assignments listed above. All student pages are designed to be duplicated for student use.

## *The Rationale for Career Paths*

Career Paths serve as a tool for all students. Career Paths are:

- Groups of careers that share similar interests and strengths
- Clusters of occupations that require different education levels
- A way of helping students decide on a career area, not on a specific occupation
- A tool to help students identify a career focus without being locked in an occupation

A career path choice is not a permanent commitment—as students have new experiences, they will learn new things about themselves and may change career paths.

Career Paths benefit all students by:

- Offering a career planning tool for all students
- Providing a focus, along with flexibility and a variety of ideas to pursue
- Helping students relate school courses to career opportunities
- Linking parents and other adults with students for career exploration
- Helping students plan courses to graduate

The importance of levels of education becomes evident to students as they plan their career path.

## *The Career Paths Philosophy*

Many young people fail to make connections between school and careers. Schools should help students plan for careers by helping them become aware of all of the possibilities available to them and by providing them with multiple career experiences. Schools planning to develop comprehensive plans to implement a Career Paths system can consult sources such as *The Facilitator's Guide to Exploring Career Paths* (complete information available in the Annotated Reference).

Career Paths are designed to serve all students. This means that all students are given the opportunity to benefit. Career Paths are designed to be flexible and adaptable, and to fit into existing systems. Because students are focused, motivated, and well-trained they become valuable employees. Valuable employees mean competitive business, which in turn mean economic benefits to the state including the attraction of new businesses and the retention of existing businesses. The benefits of utilizing Career Paths are evident for students, family members, the school and district, business and community partners, and postsecondary institutions. For a complete benefits statement—for students, family, school, business/community partners, postsecondary institutions—refer to the Resource Section.

## *The Benefits of Using Career Paths*

The benefit information can serve as a resource when talking with various audiences while explaining the **B, M, & T Career Path**. Hopefully, these statements will show the importance of linking learning in school to productive roles in the workplace. Using these as handouts can be beneficial in parent/teacher conferences, presentations to business groups, civic groups and the general public.

### B, M, & T—TEACHER RESOURCE PAGES 1, 2

Students may be very familiar with the Career Paths concept or may need a review of the information. You may wish to acquaint students with an overview of the Career Paths concept and philosophy by using the student handout/transparency master which describes these.

### B, M, & T—STUDENT PAGE 1

Many students will have explored the six career paths and identified the path they wish to pursue as part of their career plan. However, it may be appropriate to review the six career paths for students so the reference page can be made available to students as a handout or used as a transparency for discussion.

### B, M, & T—STUDENT PAGE 2

While many schools introduce and use the career planning process with students through elementary and middle school, it is possible that the steps will need to be revisited for secondary students. The student handout can be used as a checklist, or could serve as a transparency for class discussion.

### B, M, & T—STUDENT PAGE 3

Personal portfolios can serve as a valuable tool for students as well as teachers and school personnel. The portfolio concept can be introduced as a technique for students to organize relevant documents. The information sheet, suggesting how students can create and maintain a personal portfolio, can be used as a checklist for students.

### B, M, & T—STUDENT PAGE 4

There are many valuable uses for a personal portfolio. The personal portfolio can be used by the student for:

- self-evaluation
- personal goal setting
- sharing achievements with parents and others
- demonstrating abilities to potential employers

The personal portfolio can also be used by teachers, counselors and other school personnel

- for use in conferences with parents and/or students
- as a means of following student growth over a period of time
- to motivate students
- to evaluate student progress along numerous, more qualitative, dimensions (in addition to the results of tests)
- as a means of getting students more actively involved in their own learning and assessment
- to provide information-rich documentation of student progress and growth

## *Linking to What Students Should Know and Be Able to Do*

While this **B, M, & T Module** is designed to provide work-based learning experiences for students, it also addresses what students should know and be able to do if they are to be successful in this career path. The statements, which are addressed in the Secretary's Commission on Achieving Necessary Skills or SCANS report (U.S. Department of Labor, 1991), have been cross-referenced to The Show-Me Standards for Knowledge (Content) and Performance (Goals) and Missouri Frameworks for curriculum development.

The resource includes the statements with Show-Me Standards and Curriculum Frameworks identified. The complete cross-reference is followed by a listing of the specific Show-Me Standards addressed as Knowledge (Content) and Performance (Goals). The specific cross-references to Missouri's Curriculum Frameworks are also identified. Only the statements addressed in this module are included; a complete list can be obtained through your school district or the Department of Elementary and Secondary Education, State of Missouri.

**B, M, & T—TEACHER RESOURCE PAGES 3-9...**

## *School-Specific Information and Local Resources*

Make this module school-specific by providing essential information to students. **A committee comprised of teachers/counselors at the local school level should address the following issues and provide students with the appropriate information. This school-specific information could be identified then printed for distribution to students. This can be reviewed and updated annually.**

- suggested sequences for core classes
- school-specific electives for the **B, M, & T Career Path**
- available career preparation experiences such as job shadowing and cooperative education
- graduation and university entrance requirements
- courses that are part of articulation agreements, or that meet college/university entrance requirements

- other school-related activities (vocational student organizations, clubs, community organizations) for the Business, Management, and Technology Career Path

## *Additional school-specific information to be provided to students:*

- School-based enterprises
- Career academies
- Service projects (class and organization projects)
- Job shadowing
- Cooperative education
- Clinical experiences
- On-the-job training
- School-linked summer employment
- Community service learning

## *Recommendation to Instructors*

**Develop a list of local resources.** It will be helpful to have a list of resources available in your community. If your local school district has developed a School-to-Work (Career Development) system, that information could be a good source of information. Another source is the A+ School Coordinator who can provide local information. The Junior Achievement program is an excellent way to access community speakers and resources. Community contacts such as the Chamber of Commerce and speakers' bureau can also be helpful in developing local resources. The area vocational technical school which serves your local area could serve as another resource.

If your school participates in a school/business partnership, this is an ideal contact for the workplace activities suggested in this module.

## *EXPERIENCES IN THE WORKPLACE*

Several work-based learning experiences exist for students. Work-based learning can exist at the work site or as a school-based work experience. Work-based experiences at the work site can be paid or nonpaid and include the following:*

- Job shadowing
- Cooperative education
- Clinical experiences
- On-the-job training
- School-linked summer employment
- Community service learning
- Mentoring
- Former students visit the classroom to relate career information/ experiences

School-based work experiences include the following:*

- School-based enterprises
- Career Academies
- Tech Prep
- Customer service labs (service learning labs)
- Job-shop labs
- Job-simulation labs
- Mock business/industry projects
- Class and organization projects

Other ways to provide students with work-based learning include the following, which may be more appropriate for younger (elementary or early middle school) students:*

- Community speakers
- Field trips

* Descriptions for these experiences are available in the Resource Section

### *B, M, & T Experiences in the Workplace*

This module offers four activities which are designed to give students the opportunity to experience some of the knowledge and skills required for occupations in **B, M, & T.** To fully explore the Business, Management, and Technology Career Path, students should work through these four activities. The experiences are designed to replicate work-place activities in the areas of:

1. Marketing and Sales
2. Administrative Support
3. Executive, Administrative and Managerial
4. Computer, Mathematical and Operations Research

*Experiences in the Workplace*
**Marketing and Sales**

This activity is designed to allow students to experience a day in the life of someone who works in marketing and sales. The hands-on activity, which consists of preparing a marketing plan, will give students relevant experience and the activity will be tied to the workplace through a workplace expert.

Divide students into small groups to work cooperatively. Select a product for each group to market. You may want to prepare a list of suggested products—depending on the resources available for workplace experts. The objective for this activity is to develop a marketing plan and present that plan to the class. The focus of this activity is to provide students with real-life experiences in marketing and sales so students can identify the knowledge and skills required for success in that career.

Students will need to know what to include in a marketing plan. You could provide examples from local businesses or ask students to bring examples to share. Another source of guidelines for a marketing plan is through computer software. An example is Microsoft Office PowerPoint—templates are available for Marketing Plan and Selling a Product or Idea.

The major heading for a Marketing Plan include:
- Product/Service Vision
- Positioning
- Goals and Objectives
- Business Tactics
- Situation Analysis
- Financial Information
- Summary

The major headings for Selling a Product or Idea include:
- Objective
- Customer Requirements
- Meeting the Needs
- Cost Analysis
- Strengths
- Key Benefits
- Recommendations

Students will need access to the information required to prepare an appropriate plan. This can be provided by the workplace expert.

Bring in a workplace expert to serve as an advisor for each student group. Students should take the leadership and supportive roles; the workplace expert should serve in the capacity of counselor or mentor for the group. By conducting this as a cooperative learning activity, students will learn teamwork skills which are essential for an individual who wishes to be successful in this career path.
Marketing plans should be presented to the class for peer and expert

*Communication Arts*

*Social Studies*

*Science*

evaluation. Students in the class should have the opportunity to ask questions and provide feedback. The workplace expert should have the opportunity to offer constructive criticism and should relate this to his/her experiences in the workplace. Instructors should specify if the marketing plans should be presented in written form, oral, or with the use of presentation software. This is an opportune time for workplace experts to demonstrate the presentation of a marketing plan for students to observe.

The group activity should be followed with time for students to discuss these questions and develop an individual response to each:

1. How do you market a product?
2. What skills are required for sales positions?
3. Do you possess these skills?
4. How would you develop these skills to a level on which you could compete in the workplace?

Students should develop a career plan including classroom learning and workplace experiences and include this in their personal portfolio. They should also identify the opportunities offered in your school such as Cooperative Education, articulation agreements, and advanced education.

***Evaluation Guide***

| Acceptable | Not Acceptable | |
|---|---|---|
| ❑ | ❑ | Student works cooperatively in a group |
| ❑ | ❑ | Student demonstrates oral communication skill |
| ❑ | ❑ | Student demonstrates written communication skill |
| ❑ | ❑ | Student demonstrates appropriate interpersonal skill |
| ❑ | ❑ | Student defines how to market a product |
| ❑ | ❑ | Student identifies skills required in marketing/sales |
| ❑ | ❑ | Student develops his/her career plan |

*Experiences in the Workplace*
**Administrative Support**

This activity is designed to provide students with the experience of daily hands-on duties performed by office professionals. It further provides for students to observe the communication and technical skills as well as workplace behaviors essential for office professionals. The activity will be tied to the workplace through a workplace expert.

Members of the class should develop a list of specific choices in this career cluster they would like to investigate. For reference, students should refer to the Career Clusters chart (located in the Resource Section) and their own career choices to develop the list. Divide students into small groups to work cooperatively—perhaps the groups could be organized according to specific choices within the career path.

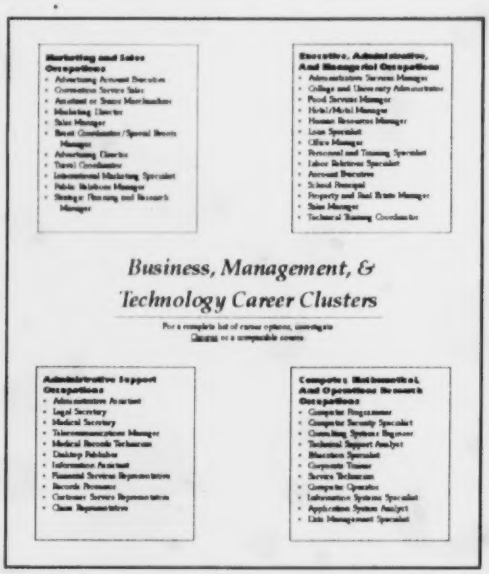
You may want students to suggest business professionals to contact, or you may want to develop your own list of contacts. Assistance can be attained through the local Chamber of Commerce and local professional organizations such as Professional Secretaries International and Management groups. This could be an excellent activity to conduct with a School-Business Partner (in which case the list of career choices to be studied might need to be established at the beginning of this activity).

The best experience for students would be a business office professional to work with each group. Invite those individuals to speak to the group about their specific responsibilities performed on a daily basis. Ask them to specifically address the communication and technical skills required for their position. Also encourage them to talk about the workplace behaviors necessary, such as interpersonal skills, teamwork, problem solving and work ethics. You might ask each presenter to further explain how he/she acquired the skills necessary for success in this career.

Invite the business professional to bring samples of typical documents prepared on a daily basis. This could provide an "in-basket" which would provide the student with hands-on preparation of documents. Encourage the business professional to talk about specific expectations regarding deadlines, accuracy of work, and workplace standards.

If possible, a field trip to the worksite could prove beneficial for students to observe how the business professional relates to the work environment and to observe workplace behaviors.

Following the activity, each group should report to the class what they learned about the specific occupation and in particular, the skills required for success. You might also ask students to relate their personal observations and impressions. This could be part of the group report or an individual assignment for students.



*Communication Arts*

*Science*

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The group activity should be followed with time for students to discuss these questions and develop an individual response to each:

1. Why is the position you investigated critical in the workplace?
2. How does this position add value to the organization?
3. Specifically, how did your observations affect your career plan?

Students should apply what they have learned and develop a career plan including classroom learning and workplace experiences and include this in their personal portfolio. They should also identify the opportunities offered in your school such as Cooperative Education, articulation agreements, and advanced education.

***Evaluation Guide***

| Acceptable | Not Acceptable | |
|---|---|---|
| ❑ | ❑ | Student works cooperatively in a group |
| ❑ | ❑ | Student demonstrates oral communication skill |
| ❑ | ❑ | Student demonstrates written communication skill |
| ❑ | ❑ | Student demonstrates appropriate interpersonal skill |
| ❑ | ❑ | Student identifies the importance of the occupation investigated |
| ❑ | ❑ | Student can identify the value/importance of the occupation to the organization |
| ❑ | ❑ | Student applies observations to individual career plan |

*Experiences in the Workplace*
**Executive, Administrative, and Managerial**

The focus of this activity is to give students practice with realistic situations faced daily by professionals in this career cluster. The guided practice will give students relevant experience and the activity will be tied to the workplace through a workplace expert.

Students work cooperatively in groups as they address the actual "real life" situation in the workplace. Each situation represents typical issues addressed in the workplace by professionals in this career path. The situations can be presented to the groups as case studies to discuss or for role playing. A workplace expert should be assigned for each group while they practice the skills required to deal with the situation. The workplace expert should serve in an advisory capacity and contribute ideas and suggestions to the group but the responsibility for the group activity should be in the hands of the students.

Students should work through the problems given (or professionals assisting with the groups may provide typical situations for students to address). Teachers may want to substitute or add situations which are current events or community issues. An alternative method of presentation of workplace issues is the use of the videotape or interactive videodisc contained in the Workplace Readiness materials (see Annotated Reference). These materials provide a workplace problem to discuss and suggest questions to lead students through the activity.

Each group should be prepared to report to the class at the conclusion of the activity on this learning activity.

**Problem Solving**—An organization's ability to achieve its goals often depends on how quickly and effectively it can overcome barriers that prevent it from becoming more productive and competitive and from serving its customers better. Employers are looking for employees with the skills and flexibility to solve problems on the job.

Cara is in charge of the support staff for a busy accounting firm. She is responsible for specific duties each day which must begin promptly at 2:00 in the afternoon. Eileen, a student at the local high school, has been hired to work on a part-time basis beginning at 2:00 each day. For the first few weeks, Eileen was very punctual in reporting to work which allowed Cara to address her specific tasks. For the past three days, Eileen has been tardy to work, with complaints of traffic or parking problems as the reason for the lateness. This situation is developing into a problem for both employees.

As a group, identify the problem faced by each employee. Suggest at least one workable solution for each employee. Recommend a solution to the problem.

*Communication Arts*

*Social Studies*

*Science*

**Budgeting**—Businesses rely on a healthy financial climate to meet the demands in today's market. Professionals in this career path must be able to deal with financial issues and budget requests.

A local business which provides ambulance service to a rural area has just reviewed and approved its budget for the year. A recommendation to hire an office manager was approved and the appropriations for salary were included in the budget. In order to meet the expenditures, costs were raised considerably and the community has expressed concern about the increase. A long-time employee who has served as dispatcher, secretary and bookkeeper has just requested an increase in salary which is not provided for in the budget.

As a group, identify the problem for the business and the employee. Recommend at least three solutions to the problem. Select the most appropriate solution and suggest how you will explain your decision to all parties involved.

**Conflict Resolution**—Dealing with conflicts among employees requires expertise in interpersonal skills and is typical of the kinds of situations faced by professionals in executive, administrative and managerial positions.

Mary is the senior member of the customer service team at Computers Unlimited. She has worked for the company for 15 years, and she prides herself on knowing how to please (or calm) customers whose computers are being repaired. But she doesn't know much about the technical side of the service business. Katherine and Bob are the expert technicians. They want to start a new policy. Instead of having Mary call customers and pass on the diagnosis of their computer problems, they want to start making the calls themselves.

"We can be more accurate this way," Eleanor explains, "and it's more efficient than writing up the order sheets and passing them along to you."

"You have a lot of nerve!" Mary says. "I do my job better than either of you could ever hope to do it!"

As a group, identify the problem faced by these employees. Look at the problem from Mary's point of view and from Eleanor and Bob's point of view. Try to find a solution that all employees can support. Suggest how you will approach the employees to resolve the situation.

Allow time for each group to report to the class on the skills they practice in this activity. They might also share the suggestions provided by the workplace expert who met with their group. Students should be encouraged to identify specific workplace behaviors required for success in this career path.

The workplace experts should be asked to address the class as part of a panel discussion to identify leadership/management styles. Panel members should be asked to comment on how they would address the situations discussed by student groups.

The group activity should be followed with time for students to discuss these questions and develop an individual response to each:

1. What skills are required for someone in an executive, administrative or managerial position?
2. Do you possess these skills?
3. How did your participation in these discussions affect your career plan?

Students should apply what they have learned and develop a career plan including classroom learning and workplace experiences and include this in their personal portfolio. They should also identify the opportunities offered in your school such as Cooperative Education, articulation agreements, and advanced education.

***Evaluation Guide***

| Acceptable | Not Acceptable | |
|---|---|---|
| ❑ | ❑ | Student works cooperatively in a group |
| ❑ | ❑ | Student demonstrates oral communication skill |
| ❑ | ❑ | Student demonstrates written communication skill |
| ❑ | ❑ | Student demonstrates appropriate interpersonal skill |
| ❑ | ❑ | Student identifies the skills required for success in this career choice |
| ❑ | ❑ | Student can identify his/her strengths and interpersonal skills |
| ❑ | ❑ | Student applies observations to individual career plan |

*Experiences in the Workplace*

**Computer, Mathematical, and Operations Research**

This activity is designed to allow students to experience a day in the life of someone who uses analytical skills and technology for research. This guided activity teams students with a workplace expert to design and conduct the research activity.

Students will work in teams or small groups with a workplace expert as they explore the skills required for success in this career cluster. The guided activity should focus on a problem for computer research.

The specific topic for research may depend on the workplace experts available in the community. You may want students to suggest professionals to contact, or you may want to develop your own list of contacts. Assistance can be attained through the local Chamber of Commerce and local computer clubs or computer businesses. This could be an excellent activity to conduct with a School-Business Partner (this could be a cooperative effort where the business partner could identify business research suggestions).

*Communication Arts*

If your school is served by an area vocational/technical school, this could be an excellent project which would benefit students who express an interest in this career path and students who have completed much of the school-based learning toward their choice.

*Social Studies*

Students may choose a topic for research from the following:

- Research involving automobile insurance which could include claim information and projections regarding costs of premiums
- Research required to bring a fundraiser (such as an entertainer or group) to the community
- Analysis of social and economic data which may be required of a new business planning to establish in a community
- Additional ideas could come from members of the class, current events, or community issues

*Science*

Each group should identify the procedures used to plan and conduct the research for the activity. The Internet should be considered as one source of information for the research. The focus should be on the process involved as well as the specific results of the research. The group should also learn how this research is then interpreted and presented in report form. Instructors should specify if the research report should be presented in written form, oral, or with the use of presentation software.

*Mathematics*

Groups should be prepared to report to the class on the procedures observed and skills required for success in this career path.

The group activity should be followed with time for students to discuss these questions and develop an individual response to each:

1. What characteristics and skills did you observe in the workplace expert who worked with your group?
2. What strengths do you possess which could lead to success in this career choice?
3. How did your involvement with this group activity affect your career plan?

Students should apply what they have learned and develop a career plan including classroom learning and workplace experiences and include this in their personal portfolio. They should also identify the opportunities offered in your school such as Cooperative Education, articulation agreements, and advanced education.

***Evaluation Guide***

| Acceptable | Not Acceptable | |
|---|---|---|
| ❑ | ❑ | Student works cooperatively in a group |
| ❑ | ❑ | Student demonstrates oral communication skill |
| ❑ | ❑ | Student demonstrates written communication skill |
| ❑ | ❑ | Student demonstrates appropriate interpersonal skill |
| ❑ | ❑ | Student identifies the characteristics and skills required for success in this career choice |
| ❑ | ❑ | Student can identify his/her strengths which relate to this career choice |
| ❑ | ❑ | Student applies observations to individual career plan |

## *MODULE ACTIVITY FOR ALL ASPECTS OF AN INDUSTRY*

This activity should provide students with real world, job-related learning experiences and lend relevancy to their school-based coursework. For students planning a career in marketing and sales, it will be a good learning experience to research a company. The framework for All Aspects of the Industry provides an excellent model for work-based learning experiences. It ensures that students will be introduced to the essential components of an organization. All Aspects of the Industry can be introduced in the classroom and further utilized in the workplace for internships and field experiences. All Aspects of the Industry supports the business partner in implementing work-based learning experiences and results in collaboration among the student, teacher, employer, and parent in establishing a work-based learning plan.

This project is designed to provide students with experience in All Aspects of the Industry and offers three plans for students (or the instructor) to select. The information presented here is designed to provide information about All Aspects of the Industry which should be shared with students. In addition to the transparency master/handout (located in Resource Section) which describes the nine components, instructors may need to copy other supplementary information contained in these pages for student use.

### TRANSPARENCY MASTER FOR ALL ASPECTS OF THE INDUSTRY FRAMEWORK – TEACHER RESOURCE PAGE 11

Instructors can select one or more of the following plans (Plan A, B, C) to provide to students as a model for planning the activity and gathering information. These plans are suggestions and can be modified by the instructor as needed. As the instructor, you will need to provide specific instructions pertaining to the student report—if it should be written, oral, use visuals, use computer presentation software, etc. Also, you will decide if students will work independently or within teams or groups. All three plans are designed for flexibility. One group of students could explore all nine components; students could work as part of a larger group to compile part of the research then share information with other students. Several suggestions for instructional strategies are described in the Resource Section.

The following plans are designed to provide information on All Aspects of the Industry which will assist students in completing the activity successfully.

Plan A provides a format for students to research key elements for each of the nine components. It offers a flexible outline so students can plan their work.

Plan B offers more structure in that each of the nine components has listed two objectives and two activities for each objective. (Instructors may choose to have students complete one or both objectives.)

Plan C offers questions which can be used as part of an interview. This plan could be helpful for students who need more direction"getting started" and planning the activity. The Student Module Activity for All Aspects of the Industry and the Evaluation Guide (Student pages 5-7) should be duplicated for distribution to students as they begin the activity.

**B, M, & T—STUDENT PAGES 5, 6, 7**

Note that in the first step of the activity, students select an occupation to research—but the research is based on the business for whom the individual works and investigation is developed on the framework for All Aspects of the Industry. Students may select several occupations within one industry and work cooperatively to research the industry using the All Aspects of the Industry framework.

Step two of the activity focuses on the students' plan—how they will gather, understand, analyze and organize the information and ideas. Through this phase of the activity and throughout the remainder of the project, students will demonstrate the ability to communicate effectively within and beyond the classroom. As part of the planning phase, students should identify a local business person to contact for information. The instructor will need to determine how the information will be gathered. Some suggestions might include:

- Student(s) visit to the workplace to observe and gather information.
- Bring the business representative to the classroom and follow with a workplace visit.
- Use e-mail or another other method to communicate with the business representative and follow with a workplace visit.
- Obtain a copy of the annual report from a business to research the information.

Students should plan the manner in which they will gather and organize this information and report to the instructor. This conference will provide an opportunity for the instructor to make suggestions about the plan and to refer to the evaluation guide.

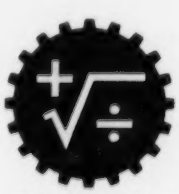
The third step for students is to analyze the information they have gathered and organize it into a report format which has been approved. By sharing the reports with the class, students will demonstrate that they can communicate effectively within and beyond the classroom AND they will be introduced to the essential components of one or more local businesses. This activity should help prepare students for further work-based learning experiences.

The fourth step—and focus of this activity—is for the student to take an in-depth look at his/her career choice. Part of the assignment for each student should be the description of activities related to a specific career choice of the student. This component could be incorporated into the group report or prepared as an individual report as assigned by the instructor.

*Communication Arts*

*Social Studies*

*Science*



*Mathematics*

**TO THE INSTRUCTOR**—The pages that follow contain three optional plans for students to use in planning and developing this activity and should be made available to them. Note that Plan A provides a challenging format for students to follow. Plan B offers more structure by providing two objectives for each of the nine components and two activities for each objective. Plan C provides questions that can be used as part of an interview. You may wish to make all of this information available to students or select the approach you determine most useful.

Please note the summary of All Aspects of the Industry Activity on page 28 for further applications of this assignment.

A suggested Evaluation Guide is provided on page 29.

## PLAN A

These broad headings and objectives will lead to a better understanding of what is involved in each aspect of an industry.

### PLANNING

Identify key elements of how industries/organizations conduct planning—

- respond to customer wants and needs
- differences in delivering products versus delivering services
- describe ways employees can influence company decisions
- identify how a political organization can impact how a company operates

### MANAGEMENT

Identify key elements of how industries/organizations are managed—

- identify the key components of a company's mission statement
- identify how a corporate "chain of command" works
- describe the significance of a company's "corporate culture"
- describe how a company organizes, for example by departments
- list typical ways company departments communicate
- describe methods and importance of conflict resolution

### FINANCES

Identify key elements of how businesses handle capital—

- list ways a business obtains capital
- describe the importance of accounting in a business
- describe key implications of a company which grants credit
- describe how paycheck deductions are determined
- describe "hidden" labor costs

### TECHNICAL AND PRODUCTION SKILLS

Identify important technical and production skills—

- demonstrate basic math ability
- demonstrate the ability to speak and write effectively
- demonstrate the ability to listen effectively
- demonstrate the ability to manage time effectively
- demonstrate the ability to perform basic computer operation
- describe the importance of deadlines and schedules
- demonstrate the ability to use team player skills
- demonstrate the ability to utilize good public speaking skills
- describe the importance of problem-solving skills

### UNDERLYING PRINCIPLES OF TECHNOLOGY

Identify important industry principles of technology—

- characteristics of technology used in the occupation
- analyze new equipment for possible use
- continuously upgrade one's occupational skills related to technology
- acquiring and analyzing information effectively

## LABOR ISSUES

Identify important labor issues—

- describe the importance of a written job description
- describe the importance of knowing your rights as an employee
- know the differences between hourly and salaried pay
- describe the importance of cultural sensitivity

## COMMUNITY ISSUES

Identify important community issues—

- identify key ways a company helps in a community
- identify key ways a community helps a company
- describe the importance of contributing special skills through volunteer work
- identify the impact of buying outside the community
- describe how a company's public perception is important
- describe the importance of providing access for the physically challenged

## HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

Identify important health, safety and environmental issues—

- describe the importance of complying with federal agency regulations
- describe why it is important to avoid job-specific health threats
- identify basic safety training (tornado, fire, first aid) techniques
- describe the importance of participating in preventive medicine programs
- describe the importance of handling stress effectively
- describe management's responsibility for a safe workplace
- know the importance of maintaining a safe workplace by and for employees

## PERSONAL WORK HABITS

Identify elements of personal conduct—

- describe the importance of recognizing the dignity of all work
- describe the importance of producing quality and effective work
- describe the importance of being fit for work (well-rested, no drugs, no alcohol)
- describe the importance of exhibiting good attitude, enthusiasm, integrity
- describe the importance of exhibiting good grooming and appearance
- describe the importance of good personal finance management
- describe the importance of punctuality and good attendance

## PLAN B

**Planning**. This explores the various forms of business ownership and the relationship of the industry to the economic, political, and social context.

Objective: Identify benefits in anticipating technology and market trend changes

Activities:
1. Based on the discussion/interview and the student's own experience, identify an industry that has changed in the past five years.
2. What should an employee do if he/she realizes their industry is stagnant or declining?

Objective: Identify an example of how a political organization can impact how a business operates.

Activities:
1. List three ways a political organization can impact a company
2. Contact a political organization in your area. Find out what products or companies they are trying to influence.

**Management.** This addresses methods typically used to manage enterprises over time within the industry.

Objective: Identify how a corporate "chain of command" works.

Activities:
1. List major characteristics of a company's chain of command.
2. Describe the major effects that could occur if the chain of command is not followed.

Objective: Cite examples of why an employee should adjust to different management styles.

Activities:
1. List one way a large company's management style can differ from a smaller company's.
2. Describe an advantage or disadvantage in working for a formally-managed company? What advantages and disadvantages are there in working for an informal company?

**Finance.** This examines ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.

Objective: List typical ways a business obtains capital.

Activities:
1. Identify three typical ways companies obtain capital.
2. Contact the corporate finance officer of a local bank and find out what information and documentation the bank needs about a business before it will loan a substantial amount of money.

Objective: Describe the importance of accounting in a business.

Activities:
1. List three reasons why accounting is important in a business.
2. Describe how a business person who ignores proper accounting can harm the business.

**Technical and production skills**. These cover specific production techniques and alternative methods for organizing the production work.

Objective: Demonstrate the ability to perform basic computer operations.

Activities:
1. List one reason why computers are entering the work place at an increasingly fast pace.
2. List five local businesses which use computers and explain how the computers are used.

Objective: Demonstrate the ability to use team player skills

Activities:
1. Describe one factor that is causing companies to expect greater teamwork skills from its employees
2. Give a specific example of how team skills have been used to make a decision for the company (i.e. choose new equipment, establish a training procedure, etc.)

**Underlying principles of technology.** These provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.

Objective: Describe the key characteristics of the technology used in your industry.

Activities:
1. Describe how you would change your career strategy in an industry where there is rapid technological change versus a company where technological change is very slow.
2. True or false: All companies rely on technology at the same rate and there is little possibility for rapid and unexpected change. Why?

Objective: Describe the importance of cross-training.

Activities:
1. Briefly describe why companies value employees who are cross-trained.
2. Cite a working definition of cross-training.

**Labor issues**. These examine employee rights and responsibilities, labor unions, and labor history.

Objective: Describe the importance of a written job description.

Activities:
1. How is a written job description useful to an employee?
2. Contact a local company's human relation's representative. Obtain a written job description for one of their positions. List what the job requires.

Objective: List differences between being self-employed and an employee of a company

Activities:
1. List three advantages and three disadvantages of owning your own company.
2. Find an owner of a local business in an area in which you have an interest. What are the three biggest problems a person faces in running that business? What are the three biggest benefits?

**Community issues**. These explore the impact of the industry on the community and the community's impact on and involvement with the industry.

Objective: Identify key ways a company helps its community and key ways a community helps a company.

Activities:
1. List three benefits that a community gets from a local business.
2. List three ways that a community can help a company.

Objective: Describe how a company's public perception is important.

Activities:
1. Describe the importance of a company knowing how it is perceived by its customers.
2. Name one way a company tries to create its public perception.

**Health, safety, and environmental issues.** These are examined in relation to both the employees and the larger community.

Objective: Describe the importance of complying with federal agency regulations.

Activities:
1. Describe two penalties that can be levied against a company which does not comply with federal environmental regulations.
2. Why is it difficult to know all federal regulations? What do companies do to find out this information?

Objective: Describe the importance of management's responsibility for a safe workplace.

Activities:
1. Briefly describe why companies have a strong interest in the safety of their employees.
2. Name a few of the governmental agencies that protect employees from unsafe practices.

**Personal work habits**. Identify elements of personal conduct which an employee should know to succeed in industry.

Objective: Describe the importance of recognizing the dignity of all work.

Activities:
1. Briefly describe one factor that is making the importance of all work even more critical.
2. Consider a job in which you have an interest. Briefly describe how other people will contribute to your success.

Objective: Describe the importance of exhibiting a good attitude, enthusiasm and integrity.

Activities:
1. Describe why it is more important today to have a good attitude and be honest.
2. Consider a job in an area in which you have an interest. Consider the qualities you would like to see in your team leader. List three to five qualities in order of importance.

## PLAN C

Students may wish to design an interview session and plan the appropriate questions to research information about the selected business. The following list suggests questions related to All Aspects of the Industry and may be used by students to structure their activity.

**Planning.** This explores the various forms of business ownership and the relationship of the industry to the economic, political, and social context.

1. How does the company determine what customers want?
2. In order to successfully sell a product or a service, what should the company consider in its planning?
3. What are some ways employees can influence company decision-making?
4. What are the benefits in anticipating technology and market trend changes?
5. How do regulatory laws impact how a business operates?
6. How does a political organization impact how a business operates?

**Management.** This addresses methods typically used to manage enterprises over time within the industry.

1. Does the company have a mission statement?
2. What is a mission statement designed to do?
3. How does a corporate "chain of command" work?
4. What is a chain of command designed to do?
5. What is corporate culture?
6. How does the company organize departments and why?
7. How do departments communicate?
8. Do employees have to adjust to different management styles, if so, why?
9. Do you think a larger company's management style is different from a smaller company?
10. How is this company dependent on the national economy?
11. How is this company dependent on the local economy?
12. How does this company address internal and external customer satisfaction?
13. How may cultural diversity affect an industry?
14. What are key differences in how private companies and government agencies operate?
15. Why are written policies used in industry?
16. What resources are available from professional organizations?

**Finance.** This examines ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.

1. What are ways a business can obtain capital?
2. Why is accounting important to a business?
3. How does granting credit affect a company?

4. How does a company estimate and bid contracts?
5. How do paycheck deductions affect an employee?
6. Why is it important for a company to address cost containment?

**Technical and production skills**. These cover specific production techniques and alternative methods for organizing the production work.

1. What kind of math ability is needed in the workplace?
2. What are the expectations for being able to write and speak effectively?
3. Does an employee have to be able to listen effectively? If so, why?
4. Are negotiation skills needed in the workplace?
5. Does an employee need to be able to manage time effectively? What are some techniques for time management?
6. Is it necessary for employees to be able to perform basic computer operations?
7. How important are schedules and deadlines?
8. Are team player skills needed in the workplace?
9. Do employees need to be able to supervise and delegate?
10. Are good public speaking skills necessary?
11. Are troubleshooting techniques needed?
12. Do jobs interrelate?
13. Does an employee have to be able to obtain technical information?
14. Are there certification requirements for a specific job?

**Principles of technology.** These provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.

1. What technology is used in the business?
2. Will employees be expected to continuously upgrade job skills?
3. Will employees be expected to be adaptable and continue learning?
4. Do employees have to make decisions?
5. Does the company require cross-training?

**Labor issues**. These examine employee rights and responsibilities, labor unions, and labor history.

1. Are there written job descriptions? If so, why?
2. Do employees know their rights?
3. Is organized labor (union) in the industry?
4. Are employees paid hourly or salaried? What are the advantages and disadvantages of each?
5. How is it different being self-employed and working for a company?
6. Do employees have to work long hours occasionally? If so, why, and is there compensation?
7. Is cultural sensitivity important in the workplace?

**Community issues**. These explore the impact of the industry on the community and the community's impact on and involvement with the industry.

1. Does the company participate in community projects?
2. Does the company payroll impact the community and how?
3. Does the community provide the company ready access to an educated workforce?
4. Does the community have ready access to the company's transportation needs?
5. How does the company maintain a good public image?
6. Is the facility accessible to the physically challenged?

**Health, safety, and environmental issues**. These are examined in relation to both the employees and the larger community.

1. Does the workplace have to comply with federal agency regulations?
2. Are there job-specific health threats?
3. Is there basic safety training?
4. Are there programs to help manage stress?
5. Does the company have good workplace ergonomics?
6. Does management take the responsibility for a safe workplace?

**Personal work habits**. Identify elements of personal conduct which an employee should know to succeed in industry.

1. Is it important to recognize the dignity of all work?
2. Is quality of work emphasized?
3. Is it important to be physically fit?
4. Is a good attitude expected in the workplace?
5. Do appearance and hygiene matter in the workplace?

*Summary—All Aspects of the Industry Activity*

A focus on a strong understanding of an experience in All Aspects of the Industry has a number of advantages.

- **Transferable skills**

Students who study and work on all the basic issues facing an industry are equipped to stay within an occupation whose specific technical skills requirements change, move to a different job within that industry, or work in a different industry that faces similar issues. Students get the benefits of hands-on, contextual learning without the risk of learning a set of skills that may become obsolete.

- **Economic development**

The aspects outlined in the activity are the skills needed for community economic development, including self-employment and small business ownership or management. This is especially important for students and communities where good jobs are not readily available.

- **Increased integration of learning**

This aspect serves as a tool for integrating content and helping students master academic standards.

*Further applications of the assignment:*

Students would benefit from this module by addressing these three issues and applying the information to their career plan. The instructor should arrange a conference with the student to discuss the following three components. The framework of the evaluation conference could consist of a self-evaluation written by the student, which would then be presented to the instructor as an oral summation. The interview could include the areas of strength and areas needing improvement for the student. This portion could be included in the evaluative process if the instructor so chooses, and could result in review (or maintenance) of the personal portfolio of the student.

- **Transferable skills**

Identify the skills which could be moved to a different job within the industry.

Identify the specific technical skills which will require change in the next 5 years.

- **Economic development**

Identify the advantages and disadvantages of small business ownership or management in the community studied.

- **Increased integration of learning**

Identify at least two ways in which this activity will help the student master academic standards. (Example, how will this activity help the student master academic standards in Communication Arts)

## Evaluation Guide

*Activity for All Aspects of the Industry*

| | Exemplary 2-points | Acceptable 1-points | Not Acceptable 0-points |
|---|---|---|---|
| **I. Written Communications** | | | |
| Student organizes thoughts into expressive written form | ❑ | ❑ | ❑ |
| Student uses correct grammar and spelling in writing | ❑ | ❑ | ❑ |
| Student proofreads, edits and revises written documents | ❑ | ❑ | ❑ |
| **II. Oral Communications** | | | |
| Student delivers messages with clarity | ❑ | ❑ | ❑ |
| Student follows oral directions | ❑ | ❑ | ❑ |
| Student participates in group discussions | ❑ | ❑ | ❑ |
| Student listens effectively | ❑ | ❑ | ❑ |
| Student utilizes good public speaking skills | ❑ | ❑ | ❑ |
| **III. Mathematics Usage** | | | |
| Student uses basic computational skills | ❑ | ❑ | ❑ |
| **IV. Computer Usage** | | | |
| Student produces a product using technology | ❑ | ❑ | ❑ |
| **V. Problem Solving** | | | |
| Student identifies and defines problems/ issues | ❑ | ❑ | ❑ |
| Student generates and selects from alternative strategies | ❑ | ❑ | ❑ |
| Student considers the consequences of actions | ❑ | ❑ | ❑ |
| Student makes informed decisions | ❑ | ❑ | ❑ |
| **VI. Interpersonal Skills** | | | |
| Student contributes ideas, suggestions and effort for completion of group tasks | ❑ | ❑ | ❑ |
| Student demonstrates conflict resolution | ❑ | ❑ | ❑ |
| Student cooperates as a member of a multi-ethnic, mixed gender team | ❑ | ❑ | ❑ |
| **VII. Time Management** | | | |
| Student schedules time to meet task/project deadlines | ❑ | ❑ | ❑ |
| Student selects appropriate human/material resources | ❑ | ❑ | ❑ |
| Student allocates human and material resources to complete a task/project | ❑ | ❑ | ❑ |

Total points earned _____ (40 points possible)

## *MODULE ACTIVITY FOR JOB APPLICATION/PROCUREMENT PROCESS*

The job application/procurement process is a relevant, real-world situation, where students develop reasoning and thinking skills through use of technology. This activity could be conducted with two classes or one class divided into two or more sections. The activity is labeled as Group A or Group B for each step to be performed by students. As the instructor, you will need to organize the class so that students work cooperatively within a group to complete the activity. You may choose to have each student use his/her occupational choice to develop the job vacancy or have students select one occupation and produce the job vacancy announcement as a group activity.

The activity is written with students using e-mail to communicate between groups. If this technology is not available in your school, you may change the instructions to fit your circumstances.

*Communication Arts*

*Social Studies*

*Science*

**B, M, & T—STUDENT PAGES 8, 9, 10, 11, 12**

For the first part of the activity, you will need to suggest or make available the tools students will need, such as Internet access for companies, business contacts or school business partners, or paper resources such as the local newspapers. You may wish to choose a local company in the Business, Management, & Technology Career Path and demonstrate how to write a job vacancy announcement or job description. You may wish to bring samples for students to analyze or you may request students to bring in samples of job vacancy announcements. You should encourage students to compare the education and skill requirements of various entry-level positions as well as the personal skills which may be identified. Additional analysis could include benefits provided by many companies and opportunities for advancement.

Students should plan how they will gather, understand, analyze and apply the information and ideas. To emphasize the importance of the plan/research phase of the activity, you may request students to report to the group on their individual progress or conduct a group discussion on "how to research for job requirements" or "why it is important to understand job requirements."

As students prepare to write a resume and letter of application, they would benefit by using the available technology to explore the use of templates for letters of application and resumes. If possible, students should also download resumes from the Internet and evaluate for effectiveness and appropriateness. Students should evaluate resumes and letters of application according to the criteria advertised in the job vacancy announcement and through use of the evaluation guide. You should observe group work and communication skills while students are working within groups.

The interview process should be arranged by the instructor. You may choose to have all students participate in the interview—specifically,

preparation for the interview, questions which may be involved, information about the company, etc. You should also determine (and share with students) if they will interview with one individual or a team, if the interview will be observed or recorded by others, and if a performance component will be included. The performance portion could consist of a writing assignment such as a letter to be composed at the computer by all applicants, or a similar "hands-on" activity typical of the workplace. The interviews will be more typical of real-world situations if the session is conducted by workplace professionals who can not only conduct the interview but also provide suggestions for students to follow. Students should have the experience of a performance portion to the interview which adds to the relevance of this activity.

As students evaluate the interviews and select the candidate for a job offer, encourage them to refer to the job vacancy announcement and the checklists to select the best candidate for the position. This would be an excellent session for the workplace professional to participate in on a consulting basis—providing input and advising students how the selection process works in his/her company.

The instructor could also add to this activity with an appropriate employment test which addresses the knowledge and skills required for occupations in **B, M, & T**. These tests can be secured from local employment agencies and/or local employers.

This activity must include a focus on the student's individual career plan. One recommendation to the student is a job shadowing or mentoring activity which should include discussion about the student's career plan. The comments from a mentor will provide an important link to career opportunities in the community and continued educational opportunities. For additional information and guidelines regarding mentoring, refer to Work-Based Mentors Connecting Students To the Workplace (information located in the Annotated Reference).

Students should also be encouraged to research opportunities outside the local community for their career plan. The addresses for Missouri WORKS! and America's Talent Bank are included in the student information as a starting point for those searching on the Internet. While this information is updated daily to remain current, you may wish to include other sources for students to pursue. One of the advantages of using America's Talent Bank is that students can develop an electronic resume. While these are the only resources listed for this activity, instructors can locate others through local education/technology coordinators or businesses.

Please note the summary of Job Application/Procurement Activity on page 32 for further applications of this assignment.

A suggested Evaluation Guide is provided on page 34.

### *Summary—Job Application/Procurement Activity*

The job application/procurement process presents a number of real world challenges where reasoning and thinking skills are vital. There are many reasons why students must preparing for job interviews using available technology.

- **Transferable skills**

Students who are able to gather, understand, analyze and apply information in preparing for the job application process are equipped to make better decisions. Many **B, M, & T** occupations can be career choices or can serve as entry-level positions which evolve into positions with added or different responsibilities. Students can also benefit from the search for job information locally and throughout the state.

- **Economic development**

The skills required for occupations in the **B, M, & T Career Path** are the skills needed for community economic development, including self-employment and small business ownership.

- **Increased integration of learning**

This activity serves as a tool to focus on communication skills and help students master academic standards.

### *Further applications of the assignment:*

Students would benefit from this activity by addressing the three issues listed below and applying the information to their career plan. The instructor should arrange a conference with the student to discuss the components. The framework of the evaluation conference could consist of a self-evaluation written by the student, which would then be presented to the instructor as an oral summation. The interview could include the areas of strength and areas needing improvement for the student. This portion could be included in the evaluative process if the instructor so chooses, and could result in review (or maintenance) of the personal portfolio of the student.

- **Transferable skills**

How do you expect your skills to develop during the next 3 to 5 years? Identify the skills which could be applied to a different job within the **B, M, & T Career Path**.

Identify the specific technical skills which will require change in the next 5 years. How do you plan to meet this requirement?

- **Economic development**

How can your career plan develop into an existing business in your community. What opportunities can you identify in your community which offer options to fit your career plan?

- **Increased integration of learning**

Identify at least two ways in which this activity will help the student master academic standards. (Example, how will this activity help the student master academic standards in Communication Arts or Social Studies)

NOTES:

## Evaluation Guide

### *Activity for Job Application/Procurement Process*

| Mastered | Not Mastered | |
|---|---|---|
| ❑ | ❑ | Organize thoughts into expressive written form |
| ❑ | ❑ | Use correct grammar and spelling in writing |
| ❑ | ❑ | Proofread, edit and revise written documents |
| ❑ | ❑ | Deliver messages with clarity |
| ❑ | ❑ | Follow oral directions |
| ❑ | ❑ | Participate in group discussions |
| ❑ | ❑ | Listen effectively |
| ❑ | ❑ | Utilize good public speaking skills |
| ❑ | ❑ | Produce a product using technology |
| ❑ | ❑ | Identify and define problems/issues |
| ❑ | ❑ | Generate and select from alternative strategies |
| ❑ | ❑ | Consider the consequences of actions |
| ❑ | ❑ | Make informed decisions |
| ❑ | ❑ | Contribute ideas, suggestions and effort for completion of group tasks |
| ❑ | ❑ | Demonstrate conflict resolution, if necessary |
| ❑ | ❑ | Cooperate as a member of a multi-ethnic, mixed gender team |
| ❑ | ❑ | Schedule time to meet task/project deadlines |
| ❑ | ❑ | Select appropriate human/material resources |
| ❑ | ❑ | Allocate human and material resources to complete a task/project |

**Rating Scale: Mastered—has performed task satisfactorily**
**Not Mastered—has not performed the task satisfactorily**

## *MODULE ACTIVITY FOR A PROFESSIONAL PROFILE*

The profile activity is designed to provide students an opportunity to focus on an individual who is successful in the Business, Management, & Technology Career Path. Through development of a profile, students will be able to observe the personal traits along with the skills required for success. This activity gives students the opportunity to practice communication skills within and beyond the classroom. It also provides the framework for students to observe professionals modeling appropriate interpersonal skills and to practice those skills. Students will use current technology to research information beyond the classroom and local community.

**B, M, & T—STUDENT PAGES 13, 14, 15**

For the Preparation Phase of the activity, students should work in a group to identify what to include in a profile and develop a list of questions to ask. You may also want to provide a suggested list of professionals to contact for the profile. Community resources such as the Chamber of Commerce could assist with the development of this list and possibly in making the necessary contacts with professionals. The interview session could be conducted at the worksite so students can observe personal skills and work performed during a typical work day. An alternative would be for the professionals to visit the classroom. You may wish to have students work individually or in teams or small groups to complete the activity. If the profile is prepared by teams or groups, be aware that part of the activity (career plan and observations) should be completed by each student.

As a sample for students to study, you should provide examples of profiles or make that part of the student assignment. The Internet can provide profiles for students to evaluate—and depending on the specific choices of students, you should prepare a guided practice which includes specific searches or addresses for students to investigate on the Internet.

A part of the learning process of the student for this activity includes the sharing of individual profiles with the class. When making this assignment, you should specify the format for the profile if you request a written report and the method of reporting to the class (oral summary or observations/use of presentation software).

While the focus of this activity is centered on a professional, students should project from the specific choice in the community to career opportunities beyond the community. The student activity directs students to two Internet sites which can provide such information and suggests three additional sources which are readily available. You may have additional resources which you would like to incorporate.

The activity suggests that students should focus their research on (1) education requirements, (2) outlook numbers and availability of jobs, and (3) special skills required for success. You may wish to change or add components to the criteria to include in the search, such as starting salaries and potential for growth.

*Communication Arts*

*Social Studies*

*Science*

One of the aspects of this assignment is for students to conduct the interview of a professional, then use the information to identify and analyze trends in the occupation or career path. This aspect will enable students to expand the focus of their career choice and look for transferable skills and related career choices.

During the observation phase—time spent with the professional—students should observe the personal skills and work habits modeled. Students will also have the opportunity to practice good communication skills (oral during the interview and written as notes are taken, observations noted, and the report prepared).

An important part of this process is what the student observes during the time with the professional. Students should write their observations—what impressed them during the interview and visit to the worksite and how they felt about the experience. This information should be added to the student's personal portfolio.

Students should use the information gained from this activity to further develop their career plan. The plan should include school-based and work-based experiences and include educational opportunities the student might wish to pursue. The activity suggests that students meet with the professional they selected for the profile and share their individual career plan. Students should ask for suggestions regarding their career plan and how to achieve their career goals.

The profiles developed by students should be shared with the class in the format you choose. Perhaps students could give an oral summary of the information gained during the interview, identify how this interview affected his/her career plan, and what he/she observed during time spent with the professional.

Please note the summary of A Professional Profile Activity on the following page for further applications of this assignment.

A suggested Evaluation Guide is provided on page 38.

*Summary—A Professional Profile*

Research and the development of a profile as well as observation of a professional has many advantages.

- **Transferable skills**

Students preparing for a Business, Management and Technology occupation will benefit from gathering and analyzing information about what knowledge/skills are required to be successful in this career. By doing individual research and interviewing, students will gather the information needed to develop an appropriate career plan. The input/advice students receive from the "professional" selected for a profile will help identify skills which are transferable and those skills which are likely to change in the near future.

- **Economic development**

You should make students aware of the effects of changes in the economy on positions in Business, Management and Technology. A recent (mid 90's) trend toward "downsizing" represents one of those trends and had a real impact on many individuals in the mid-management areas of business. Students should take this information into consideration as they develop a career plan.

- **Increased integration of learning**

Many of the occupations in this career path require advanced education. Encourage students to be aware of and take advantage of current educational opportunities and workplace experiences.

*Further applications of the assignment:*

- **Transferable skills**

Students should identify at least three economic factors which could affect their career choice. Suggest at least two solutions or options to deal with those economic trends. Example: You are working as an office manager in a company which has just announced its need to reorganize and eliminate or reassign several positions including yours. Your options might be (1) seek information about the company's new organization plans and analyze which position(s) you qualify for, then take appropriate action to apply, and (2) look outside the company to investigate possible openings for which you are qualified then compare to options within the company, taking into consideration issues such as level of responsibility, salary, benefits, tenure, etc.

- **Economic development**

Identify the advantages and disadvantages of small business ownership or management in the community studied.

- **Increased integration of learning**

Identify at least two ways in which this activity will help the student master academic standards.

## Evaluation Guide

*Activity for A Professional Profile*

**Communicate with various audiences for a variety of purposes.**

- ❑ select and use formats appropriate for audience and purpose
- ❑ evaluate and revise communications after considering audience feedback
- ❑ analyze appropriateness and effectiveness of communications, considering language choices
- ❑ communicate effectively in a variety of real or simulated work place situations

**Create communications to publish or present information and ideas.**

- ❑ plan and compose a variety of communications
- ❑ use a variety of technologies to produce communications for different audiences and purposes
- ❑ revise content for clarity
- ❑ revise and edit presentations considering audience feedback
- ❑ proofread communications to meet conventional standards

**Demonstrate proficiency in speaking and writing.**

- ❑ demonstrate fluency and accuracy in written and/or spoken communications
- ❑ consult resources (such as handbooks, dictionaries and spell checkers) to increase accuracy in use of conventions

**Participate in formal and informal presentations and discussions.**

- ❑ speak clearly and loudly enough to be heard
- ❑ demonstrate effective listening by making relevant comments
- ❑ respond appropriately to others' points of view
- ❑ create visual support for presentations using technology

**Apply communication skills and strategies to facilitate decision-making.**

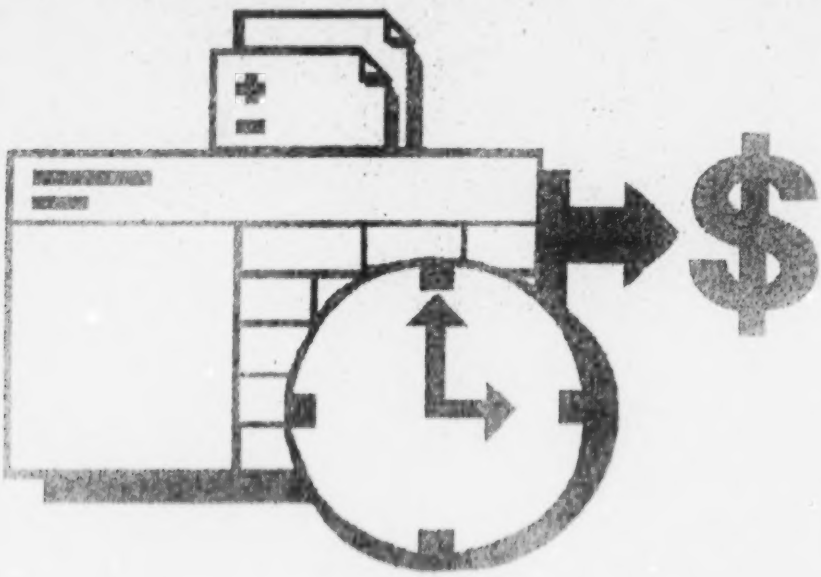
- ❑ apply and abide by agreed upon rules and procedures for conducting group meetings
- ❑ participate actively in discussions
- ❑ listen to and consider the ideas and opinions of others

**Make informed decisions regarding communications.**

- ❑ practice integrity in academic work and in the workplace
- ❑ create accurate and aesthetically pleasing communications

**Check only if acceptable** **20 Points Possible**

# *Resources for the Teacher*



# Benefits of Using *Career Paths* In Career Planning

**For students...**

- *Career Paths* provide a plan for all students, regardless of their interests, abilities, talents, or desired levels of education.
- *Career Paths* assist students in setting long-term educational and career goals.
- Students learn about the options that exist for them after high school, such as getting a job, serving in the military, earning a certificate or degree at a community college or earning a degree at a university.
- Work-based learning gives students hands-on experiences in the workplace.
- Students are more motivated to finish school because they see relevance in their coursework and extracurricular activities.
- Students have learning experiences in a variety of settings using a variety of teaching methods.
- In some instances, students can begin a postsecondary certification/degree program in high school which can be completed at the community college after high school. This allows students to earn college credit while they are in high school.

**For family members...**

- *Career Paths* help families as they assist students with career goals and courses and activities that support those goals.
- The *Career Paths* system provides students with a strong foundation in academic, employability, and occupational skills. This foundation ensures that students will be prepared for work, further education, and training and have the necessary skills to continue learning.
- Students are encouraged to explore a variety of careers by discussing occupations with family members. Family members are given the opportunity to share information one-on-one with the student and the school counselor or as part of a group discussion in the classroom with other students.
- Students may be given the opportunity to begin a postsecondary certification/degree program in high school to be finished at the community college after high school. By earning college credit in high school, students' families can save on tuition and other fees and know that their students will have greater opportunities in the future.

**For the school and district...**

- *Career Paths* can be adopted in any size school system with minimal costs. Already existing career exploration and career counseling programs can be used in the *Career Paths* system. The system is designed to be flexible and adaptable to the needs of the school and/or district.
- The establishment of partnerships between the school/district and business and community partners can enhance the learning environment as well as provide vital support in ensuring system success. This support may take the form of providing counseling services, financial aid, work-based learning sites, or speaker bureaus.
- Implementing *Career Paths* may decrease dropout rates. Students who are focused on a goal and can see the connection between their coursework and careers are more likely to stay in school.
- Implementing *Career Paths* may increase the success rate of students on district- and state-directed assessments. Because the system is integrated and makes learning relevant, students will be more likely to perform well on assessments.

**For business and community partners...**

- *Career Paths* support a better prepared work force since students will learn basic employability skills as well as be given occupationally specific training. They will also have learned the necessity of lifelong learning and the importance of updating their skills.
- Business partners benefit through their partnership role by helping schools determine those same skills and abilities for students as they are looking for in employees.
- Business and community partners can receive public attention for their work with schools/districts.

**For postsecondary institutions (military service, vocational-technical schools, colleges, universities)...**

- Students entering these institutions will not only be better skilled, but will have career goals and an education plan.
- Enrollment in these institutions may increase because students are more informed about their postsecondary options.
- *Career Paths* provide a smooth transition between secondary and vocational-technical schools. Students may be enrolled in programs which offer articulation agreements which carry credit from the secondary level to programs at vocational-technical institutions.
- *Career Paths* provide a smooth transition between secondary and postsecondary institutions. Students may be enrolled in advanced placement programs (earning credit while in high school) and their *Career Path* may translate into a major at a college or university

## *What Students Should Know and Be Able to Do*

| | The Show-Me Standards* Knowledge (Content) | The Show-Me Standards* Performance (Goals) | Curriculum Frameworks |
|---|---|---|---|
| ***Written Communications*** | | | |
| **Student should be able to:** | | | |
| 1. Organize thoughts into expressive written form | CA1 | 1.8, 2.6, 2.7 | CA/II/9-12/2/a,b<br>CA/IV/9-12/3/f |
| 2.. Use correct grammar and spelling in writing | CA1 | 2.2, 2.6 | CA/II/9-12/3/a,b |
| 3. Proofread, edit and revise written documents | CA4 | 2.2, 2.6, 2.7 | CA/II/9-12/2/d,e,f |
| ***Oral Communications*** | | | |
| **Student should be able to:** | | | |
| 1. Deliver messages with clarity | CA1 | 2.1 | CA/II/9-12/3/a |
| 2. Follow oral directions | CA5 | 1.5 | CA/II/9-12/1/d |
| 3. Participate in group discussions | CA6 | 2.3 | CA/II/9-12/4/a,b,c |
| 4. Listen effectively | CA5 | 1.5 | CA/II/9-12/4/b |
| 5. Utilize good public speaking skills | CA6 | 2.1 | CA/II/9-12/4/a |
| ***Mathematics Usage*** | | | |
| **Student should be able to:** | | | |
| 1. Use basic computational skills | MA1 | 1.10 | MA/IV/9-12/3/b |
| 2. Use measuring tools and systems | MA2 | 1.4 | MA/I/9-12/2/d |
| 3. Use graphic formats to display and obtain data | MA1 | 1.8 | MA/V/9-12/2/a |
| ***Computer Usage*** | | | |
| **Student should be able to:** | | | |
| 1. Set up appropriate machines/equipment | SC8 | 1.10, 2.7 | SC/I.A/9-12/1/a |
| 2. Produce a product using technology | SC8 CA4 | 1.4, 1.8, 2.5, 2.7 | SC/I.A/9-12/4/a<br>CA/II/9-12/2/b<br>CA/II/9-12/4/e |
| 3. Maintain and troubleshoot technology | SC8 | 3.8 | SC/I.A/9-12/4/a |

| | The Show-Me Standards* | | Curriculum Frameworks |
|---|---|---|---|
| | Knowledge (Content) | Performance (Goals) | |
| ***Problem Solving*** | | | |
| **Student should be able to:** | | | |
| 1. Identify and define problems/issues | CA6 | 3.1 | CA/III/9-12/1/a,b |
| 2. Generate and select from alternative strategies | CA6 | 3.2, 3.3 | CA/III/9-12/1/d,e,g |
| 3. Consider the consequences of actions | CA6 | 3.4 | CA/IV/9-12/1/d,g |
| 4. Make informed decisions | MA1, CA6 | 3.8, 4.1, 1.10 | MA/I/9-12/4/d<br>CA/IV/9-12/3/d |
| ***Interpersonal Skills*** | | | |
| **Student should be able to:** | | | |
| 1. Contribute ideas, suggestions and effort for completion of group tasks | CA6 | 1.10, 2.3, 4.6 | CA/IV/9-12/1/a,b,c,d |
| 2. Demonstrate conflict resolution | CA6 | 1.10, 2.3, 4.6 | CA/III/9-12/1/a,b,d,e,f g,h,i,j |
| 3. Cooperate as a member of a multi-ethnic, mixed gender team | CA6 | 1.10, 2.3, 4.3, 4.6 | CA/II/9-12/1/a,b,c,d |
| ***Time Management*** | | | |
| **Student should be able to:** | | | |
| 1. Schedule time to meet task/project deadlines | SS4 | 4.5 | SS/I.D/9-12/4/m,n |
| 2. Select appropriate human/material resources | SS4 | 4.7 | SS/II.D/9-12/3/f |
| 3. Allocate human and material resources to complete a task/project | SS4 | 4.7 | SS/II.D/9-12/4/m |

**Statements originated in SCANS Report**

***Show-Me Standards are from Missouri; individual state standards could be used.**

## *What Students Should Know and Be Able to Do*

## *The Show-Me Standards—Knowledge (Content) Statements Addressed in the Module*

### *Communication Arts*

**In Communication Arts,** students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

CA1 speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA 4 writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

CA 5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions)

CA 6 participating in formal and informal presentations and discussions of issues and ideas

### *Mathematics*

**In Mathematics,** students in Missouri public schools will acquire a solid foundation which includes knowledge of

MA 1 addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

MA 2 geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes

### *Science*

**In Science,** students in Missouri public schools will acquire a solid foundation which includes knowledge of

SC 8 impact of science, technology and human activity on resources and the environment

### *Social Studies*

**In Social Studies,** students in Missouri public schools will acquire a solid foundation which includes knowledge of

SS 4 economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

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## *What Students Should Know and Be Able to Do*

## *The Show-Me Standards—Performance (Goals) Statements Addressed in the Module*

**GOAL 1 Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.**

1.4 use technological tools and other resources to locate, select and organize information
1.5 comprehend and evaluate written, visual and oral presentations and works
1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

**GOAL 2 Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.**

2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2 review and revise communications to improve accuracy and clarity
2.3 exchange information, questions and ideas while recognizing the perspectives of others
2.5 perform or produce works in the fine and practical arts
2.6 apply communication techniques to the job search and to the workplace
2.7 use technological tools to exchange information and ideas

**GOAL 3 Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.**

3.1 identify problems and define their scope and elements
3.2 develop and apply strategies based on ways others have prevented or solved problems
3.3 develop and apply strategies based on one's own experience in preventing or solving problems
3.4 evaluate the processes used in recognizing and solving problems
3.8 assess costs, benefits and other consequences of proposed solutions

**GOAL 4 Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.**

4.1 explain reasoning and identify information used to support decisions
4.3 analyze the duties and responsibilities of individuals in societies
4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
4.6 identify tasks that require a coordinated effort and work with others to complete those tasks
4.7 identify and apply practices that preserve and enhance the safety and health of self and others
4.8 explore, prepare for and seek educational and job opportunities

## *What Students Should Know and Be Able to Do*

## *Curriculum Frameworks (To Know and To Do)*

***Communication Arts***

| | |
|---|---|
| CA/II/9-12/1/a,b,c,d | Communicate with various audiences for a variety of purposes.<br>a. select and use formats appropriate for audience and purpose<br>b. evaluate and revise communications after considering audience feedback<br>c. analyze appropriateness and effectiveness of communications, considering language choices<br>d. communicate effectively in a variety of real or simulated workplace situations |
| CA/II/9-12/2/a,b,d,e,f | Create communications to publish or present information and ideas.<br>a. plan and compose a variety of communications<br>b. use a variety of technologies to produce communications for different audiences and purposes<br>d. revise content for clarity<br>e. revise and edit presentations considering audience feedback<br>f. proofread communications to meet conventional standards |
| CA/II/9-12/3/a,b | Demonstrate proficiency in speaking and writing.<br>a. demonstrate fluency and accuracy in written and/or spoken communications<br>b. consult sources (such as handbooks, dictionaries and spell checkers) to increase accuracy in use of conventions |
| CA/II/9-12/4/a,b,c,e | Participate in formal and informal presentations and discussions.<br>a. speak clearly and loudly enough to be heard<br>b. demonstrate effective listening by making relevant comments<br>c. respond appropriately to others' points of view<br>e. create visual support for presentations using technology |

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| | |
|---|---|
| CA/III/9-12/1/a,b,d,e,f,g,h,i,j | Apply communication strategies to identify, understand and solve problems<br>a. identify and define problems<br>b. listen attentively and contribute to the discussion<br>d. collect and select relevant data from a variety of sources<br>e. analyze pros and cons of suggested solutions<br>f. evaluate the reliability of information<br>g. brainstorm possible solutions to problems<br>h. predict and evaluate results<br>i. revise plans, actions and strategies based on results<br>j. select and use appropriate technologies to facilitate problem solving |
| CA/IV/9-12/1/a,b,c,d,g | Apply communication skills and strategies to facilitate decision-making.<br>a. apply and abide by agreed upon rules and procedures for conducting group meetings<br>b. identify and fulfill needed roles within collaborative groups<br>c. participate actively in discussions<br>d. listen to and consider the ideas and opinions of others<br>g. evaluate consequences of decisions on all parties involved |
| CA/IV/9-12/3/d,f | Make informed decisions regarding communications.<br>d. practice integrity in academic work and in the workplace<br>f. create accurate and aesthetically pleasing communications |

***Mathematics***

| | |
|---|---|
| MA/I/9-12/2/d | Computational strategies for the set of real numbers.<br>d. apply the process of mathematical modeling to real-world problem situations |
| MA/I/9-12/4/d | That mathematical problem solving strategies can apply to all disciplines and real-world problems<br>d. apply the process of mathematical modeling to real-world problem situations |
| MA/IV/9-12/3 b | That mathematics is used in the real world.<br>b. analyze and relate procedures in multiple representations |
| MA/V/9-12/2/a | That numbers and their relationships can be represented in multiple forms.<br>a. develop, analyze, and explain procedures used for representing and analyzing relationships in tables, verbal rules, equations, and graphs |

***Science***

| | |
|---|---|
| SC/I.A/9-12/1/a | Investigations may involve mathematical procedures to interpret observations, make predictions, describe sets of data, and determine the validity and significance of experimental results<br>a. analyze experimental data to determine patterns, relationships, perspectives, and credibility; use computer spreadsheets, graphing, and database programs to assist in quantitative analysis; and consider the possible effects of measurement errors on calculations |
| SC/I.A/9-12/4/a | Technological tools and techniques extend human capabilities to perform investigations in more detail and with greater accuracy and precision.<br>a. apply technological knowledge and skills to analyze and troubleshoot common mechanical and electrical systems, checking for possible causes of malfunction, and formulate and test logical and creative improvements which prevent future malfunctions |

***Social Studies***

| | |
|---|---|
| SS/I.D/9-12/4/m,n | How are major decisions made by private corporations? How are decisions made regarding wages, hours, and working conditions in companies that have unions? How are decisions made by multinational corporations?<br>m. identify tasks that require a coordinated effort and work with others to complete those tasks<br>n. recognize and practice integrity in academic work |
| SS/II.D/9-12/3/f | How have changes in production technologies affected demand for natural, human, and capital resources?<br>f. use economic information, concepts and principles to analyze events in everyday life locally and in other places |
| SS/II.D/9-12/4/m | Why and how do individuals, businesses, and nations strive to increase productivity? What are the benefits, costs and risks in specific cases?<br>m. identify tasks that require a coordinated effort and work with others to complete those tasks |

**Marketing and Sales Occupations**

- Advertising Account Executive
- Convention Service Sales
- Assistant or Senior Merchandiser
- Marketing Director
- Sales Manager
- Event Coordinator/Special Events Manager
- Advertising Director
- Travel Coordinator
- International Marketing Specialist
- Public Relations Manager
- Strategic Planning and Research Manager

**Executive, Administrative, and Managerial Occupations**

- Administrative Services Manager
- College and University Administrator
- Food Services Manager
- Hotel/Motel Manager
- Human Resources Manager
- Loan Specialist
- Office Manager
- Personnel and Training Specialist
- Labor Relations Specialist
- Account Executive
- School Principal
- Property and Real Estate Manager
- Sales Manager
- Technical Training Coordinator

# *Business, Management, & Technology Career Clusters*

For a complete list of career options, investigate Choices software or a comparable source.

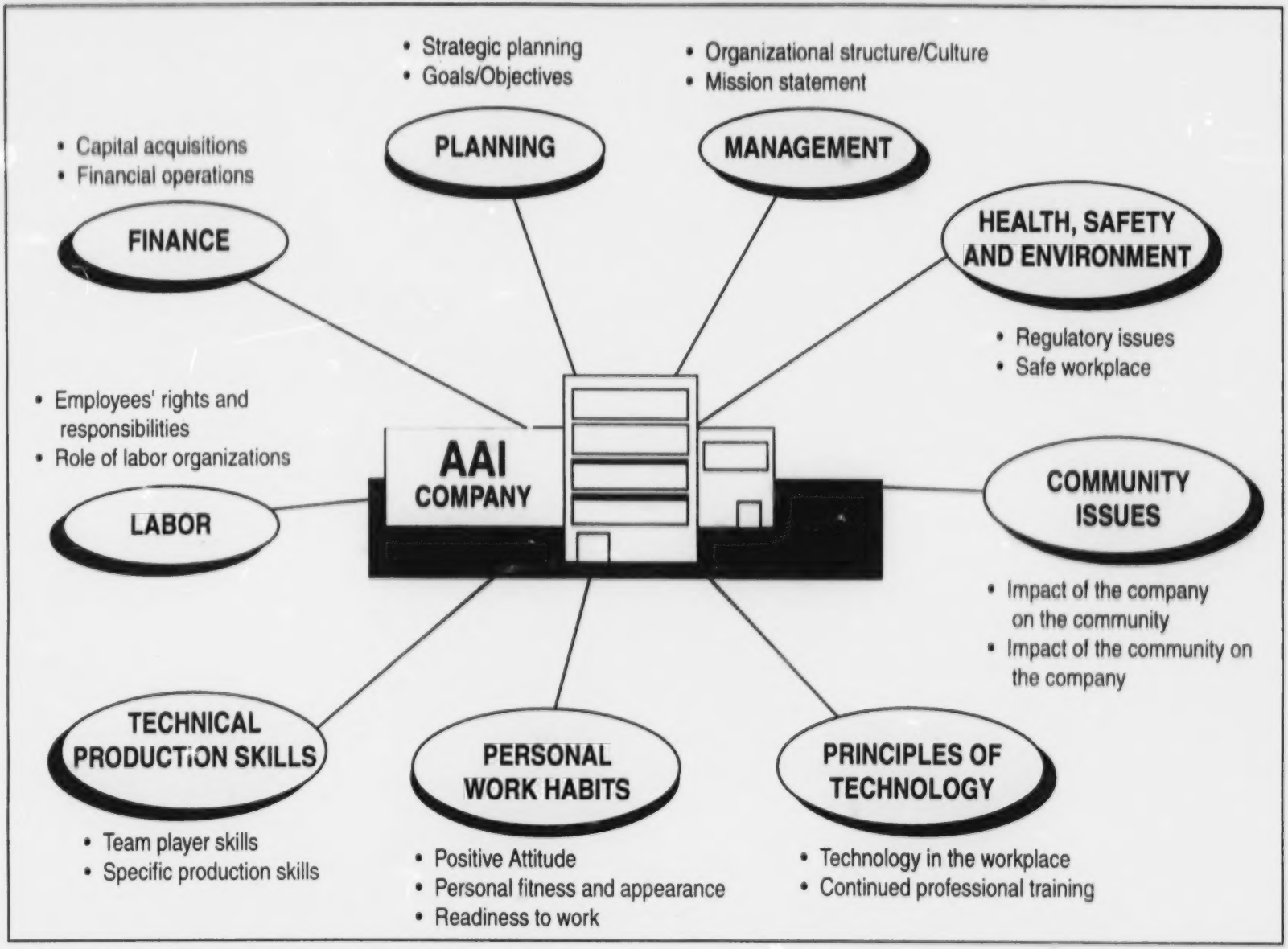
**Administrative Support Occupations**

- Administrative Assistant
- Legal Secretary
- Medical Secretary
- Telecommunications Manager
- Medical Records Technician
- Desktop Publisher
- Information Assistant
- Financial Services Representative
- Records Processor
- Customer Service Representative
- Claim Representative

**Computer, Mathematical, and Operations Research Occupations**

- Computer Programmer
- Computer Security Specialist
- Consulting Systems Engineer
- Technical Support Analyst
- Education Specialist
- Corporate Trainer
- Service Technician
- Computer Operator
- Information Systems Specialist
- Application System Analyst
- Data Management Specialist

# All Aspects of the Industry Framework for Work-Based Learning Experiences



# America's Talent Bank

America's Talent Bank is a nationwide electronic resume system.

To market their qualifications, job seekers enter resumes into this national network, which is then searched by employers for workers who meet their needs. Supported by the Department of Labor, America's Talent Bank (ATB) is a product of state employment service agencies and is provided as an additional service to the public.

***Introduction***
Click here for an overview of America's Talent Bank. You will find instructions to effectively use the system; navigation tools; sample resumes; and much more.

***Job Seekers***
Click here to register and submit or update your electronic resume in America's Talent Bank.

***Employers***
Click here to register and search for resumes in America's Talent Bank.

America's Talent Bank Home Page
Questions, Comments | Job Seekers | ATB Information | Employers | Customer Evaluation
ATB Participating States | ATB National Home Page | America's Job Bank
Missouri *WORKS!* | Labor & Industrial Relations

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**Sponsored by Missouri Department of Labor and Industrial Relations**

Welcome to **Missouri *WORKS!***. This system is an integrated one which incorporates the Department Of Labor and Industrial Relations' (DOLIR) website, Missouri WORKS!, and America's Talent Bank. From this homepage you can navigate to any of the three systems. Please select a link below to continue.

DOLIR

Information about agencies and programs as they relate to the labor force and labor relations.

Missouri *WORKS!*

Job Seekers may register, search for jobs and other employment and training resources.
Employers may submit their job orders and search for qualified job seekers.

America's Talent Bank

Employers may search for qualified job seekers.
Job Seekers may submit electronic resume.

Missouri State Government Home Page

*Questions, Comments, Suggestions*

# *WORK-BASED/SCHOOL-BASED LEARNING*

## *Work-Based Experiences*

- **Job shadowing.** Students "shadow" an employee at a job site, observing tasks and asking questions related to the job. This shadowing is usually one day long and involves one occupation. Students choose the occupation based upon their interests, abilities, and aptitudes. Teachers match career choices with available business and industry sites. The initial contact with the business or agency is made by either students or teachers. Shadowing sites can be located through personal contacts, business directories, business organizations, and unions. Before beginning the shadowing experience, students need to do research in order to know basic information about the occupation to be shadowed. Job shadowing is designed to increase career awareness, help model student behavior through examples, and reinforce the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

- **Cooperative education.** This experience includes a well-structured plan that integrates classroom experience and workplace experience. Co-op programs feature agreements between schools and employers to provide on-the-job training that directly relates to students' areas of study. The experience provides students with information on the operation of the business world and helps them clarify career goals and build confidence and maturity.

- **Clinical experiences.** These are frequently used by health occupations programs. They require close supervision and are very closely linked to classroom study. The course of study, work experience, and adequate scores on an external examination are required for appropriate license and subsequent employment in the field.

- **On-the-job training.** This occurs in the workplace and requires active involvement of a worksite mentor. It is important that students understand the connection between their on-the-job training and coursework.

- **School-linked summer employment.** This provides students with meaningful full-time experiences. When carefully linked to the student's individual career plan, these experiences can reinforce the school-based part of the student's educational experiences.

- **Community service learning.** This experience links students with community service activities which can help the community and provide students with opportunities to practice broad work skills while making contacts for future employment. It is beneficial for these experiences to be integrated into the classroom.

- **Mentoring.** The mentor is an adult worker or supervisor who introduces the student to a job, a profession, or a skill area and shows how school learning applies to everyday work life. That introduction may be for only a few days, or it may last for months. The mentor may serve as a guide through several areas of work or as an adult job coach helping the student develop particular skills. Mentoring is a one-to-one relationship in which the mentor models workplace behavior, skills, and training and provides the student with at least an introduction to working. The mentor is someone to whom the student can turn for feedback, support, and career guidance.

*School-Based Experiences*

- **School-based enterprises.** In a school-based enterprise, students produce or provide goods or services to students, faculty, and/or community members. School-based enterprises (example, child care centers) can generate revenue to support schools and their programs.

- **Career Academies.** In academies, academic and technical content are integrated. Students stay together in most of the same classes within the academy. A career academy includes: (1) a school-within-a-school structure starting in the 9th or 10th grade and continuing through graduation, (2) integration of academic and vocational instruction centered around an occupational theme such as human services or business management, and (3) active employer involvement in the form of mentorships, student internships, and guidance on career preparation. Academies are generally guided by an industry-based board with members representing the career fields for which the students are being prepared.

- **Tech Prep**. This is a planned sequence of study for a technical field that begins in high school and extends through two (or more) years of postsecondary occupational education or an apprenticeship program. Tech prep prepares students for direct entry into a workplace as technically skilled employees for further education leading to baccalaureate and advanced degrees.

- **Customer service labs (service learning labs).** These school-based enterprises are structured to provide a service from the school lab to the outside public. School-based customer service labs can provide hands-on experience for students and can be realistically linked to the jobs in the career area found in the work environment or the community. The labs are operated like a real business so the students experience the range of activity appropriate for the career field.

- **Job-shop labs.** These are occupational labs that take in outside work from people in the community, for example automotive repair facilities. It is important that such labs be operated as a business enterprise so students will have an experience that resembles one in the workplace.

- **Job-simulation labs.** These provide students with experiences that simulate those in the workplace. A common example is a business classroom in which work stations model those found in the workplace.

- **Mock business/industry projects.** These projects use role-playing to simulate work experiences. Students may also mass produce items so they can experience the manufacturing process.

- **Class and organization projects.** These are service projects, often sponsored by a school organization, that can be used as fundraisers. Students receive relevant, hands-on experiences that integrate learning.

*Other Experiences*

- **Community speakers.** Men and women representing local industries, businesses, organizations, and professions are an important resource. Speakers have many stories and experiences to share with students about themselves, their work, and their organizations. Guest speakers can help students understand the world of work and offer an opportunity to demonstrate the connection between what goes on in the classroom and what goes on in the workplace.

- **Field trips.** A field trip provides students with the opportunity to leave the classroom and visit various places of business, both private and government-based. Students should be allowed to observe and investigate activities related to a specific field and a career development objective. Field trips extend the learning environment beyond the classroom and show the relationship between the classroom and the workplace.

## *TEACHING STRATEGIES*

### *Basic elements of successful groups*

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Research demonstrates that cooperative learning produces high achievement, more positive relationships among students, and healthier psychological adjustments than do competitive or individualistic experiences. These effects do not occur automatically when students are placed in groups. In order to be cooperative, learning groups must be structured to include several basic elements.

The strongest groups are those that are made up of a mixture of different students. Differences bring strengths to the group such as learning styles, opinions, abilities and skills, learning experiences, etc.

The two most successful methods for choosing groups are teacher selection and random selection.

- **Positive interdependence.** Students must believe they are linked in such a way that they cannot succeed unless the other members succeed. This interdependence can be structured by establishing mutual goals, joint rewards, shared resources, and assigned roles. Positive interdependence assists in distributing the learning and work among the group. One method must be included in a group activity to make it cooperative learning.

  **Limited materials**. Limited materials means that the group is limited to one set of materials for the group (one pencil, piece of paper, set of software, etc.) If everyone has his/her own materials there are fewer reasons to talk in the group. Group discussion is what you want to increase and limited materials can help.

  **Jigsawed materials.** When jigsawed materials are used, everyone in the group has a portion of materials or information that the other group members need (printed information, specific colors of pens or markers, part of a set of directions). No one person nor the group has enough materials or information without the donation of every group member. Jigsawed materials are likely to include the quiet, shy, or lazy student as well as quiet the dominating student who only wants to control the materials and the interaction.

  **One product.** If the group is assigned to make a product, it only makes one for the group. It can be one answer sheet, one case study, one evaluation report, or one job application form that is edited and proofed. The one product is worked on and approved by everyone in the group. This product is often used as a "dress rehearsal" to get individuals confident and prepared to create a similar product or perform similar skills on their own at a later time.

**Common goal**. If the group is assigned a discussion topic or an area to study, the group gets individuals ready for class recitation, quiz, test, homework, demonstration, etc. The group does not create a tangible product but helps all individuals reach a goal.

**Roles.** Roles are the jobs that have to be done in each group task. Everyone is responsible to rotate these jobs during work time. If there is keyboarding to be done, each person takes a turn during that work session even if it is only for fifteen minutes total. Everyone is responsible for contributing ideas and information as well as checking the group work for accuracy. In cooperative learning, no one person in the group performs all of the jobs, and everyone does one or more jobs during work time.

- **Face-to-face interaction.** This may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals. It exists when students help and support each other's efforts to learn. When students are in groups, they need to face each other and face away from the teacher and other groups.

- **Individual accountability.** One of the fundamental purposes of a group is to make each member a stronger individual in his/her own right. The group is not cooperative if members are not completing tasks. To ensure that all members learn, the performance of each individual must be assessed and the results returned to the individual. Three suggested techniques include:

  **Signatures.** Each student signs the group product.

  **Random selection**. Following group work time, reporters are selected randomly—draw names or numbers or ask each member of the group to give a portion of the report. Every student knows before work time that he/she may be the reporter. This raises students' level of concern and motivates the group to get everyone ready to be reporter.

  **Individual demonstration**. After group work all students are checked; individuals respond in writing, discussion or demonstration about the skill or concept studied in the group.

  These are methods that provide information about the individual's learning and participation which should be used in addition to the group product.

- **Social skills.** A group cannot function unless the students possess and use social skills. These skills, including leadership, decision-making, communication, and conflict-management skills must be taught just as precisely as academic skills.

- **Group processing.** At predetermined intervals the students must respond to two questions: (1) What is something each member did that was helpful to the group? (2) What is something each member could do to make the group better?

- **Cooperative classroom climate**. In a cooperative classroom everyone is given value, is given time to voice their ideas and opinions, and is not deliberately left out of group work. The teacher sets the tone by clearly establishing the rules that will promote cooperation.

*Tips for Implementing*

**Take a cooperative learning class**. Enrolling in a formal session will help clarify the differences between group work and cooperative learning.

**Start slowly**. Begin with one class, the most positive content or group of students that you have, the area where you are most likely to have the most success. Concentrate with one group or preparation so that you can see progress over time.

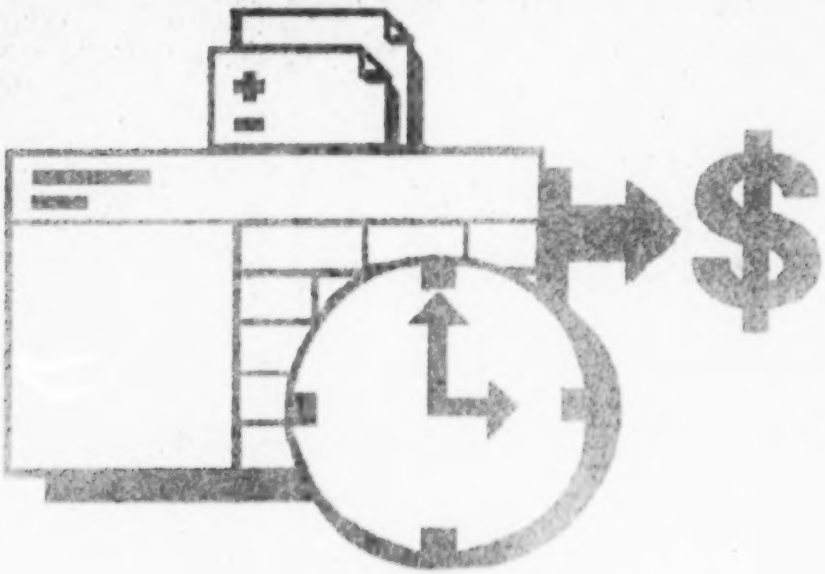
**Start small**. Begin with small groups and small assignments. Groups of two or three are easier for students to handle, even with few social skills. Students are more accountable in a smaller group than in a larger group.

**Expect reluctance**. Some students will appreciate working in a group and others will be reluctant. This is an important skill for students to practice in preparation for work. The SCANS Report indicates that employers want employees who can work in a team setting. Teamwork involves communication, effective coordination, and divisions of labor. The classroom experience must realistically reflect the realities of the world of work.

**Avoid group grades**. Assess what students learn from group work by individual accountability.

**Aim for balance**. Students will learn the new skills of cooperative learning if cooperative group work is used consistently. Look for balance of use between teacher instruction, cooperative group work, and individual work time.

# *Annotated Reference Section*



# *Annotated Reference*
# *Business, Management, & Technology Module*

***Facilitator's Guide to Exploring Career Paths***

Materials for teachers and counselors that correspond to "Exploring Career Paths: A Guide for Students and Their Families"

Available from: Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, MO 65211
800/669-2465 or 573/882-2883

***All Aspects of the Industry: Instructional Module***

Available from: Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, MO 65211
800/669-2465 or 573/882-2883

***Choices***

For a complete list of career options, investigate Choices software or comparable source

Available from: ISM-Careerware
175 B State Street, P.O. Box 129
Clayton, NY 13624

***Career Pathways***

An Implementation and Resource Guide

Prepared by Office of Vocational Education
Arizona State University

Under contract to STW/Vocational Technical
Educational Division
Arizona Department of Education

***Missouri Career Guide***

"Preparing Missourians for the New Global Economy"

Available from: Missouri Occupational Information
Coordinating Committee
400 Dix Road
Jefferson City, MO 65109
573/751-3800

***Core Curriculum Competencies for Business Education***

Covering all Eight Areas of the Missouri Business Education Framework

Available from: Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, MO 65211
800/669-2465 or 573/882-2883

***Work-Based Mentors***

Connecting Students to the Workplace

Available from: Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, MO 65211
800/669-2465 or 573/882-2883

***Secretary's Commission on Achieving Necessary Skills (SCANS)***

Available from: U.S. Department of Labor

***Workplace Readiness***

Including units on Self-Management, Teamwork, and Problem Solving
Available from: Agency for Instructional Technology
Box A
Bloomington, IN 47402-0120
800/457-4509 or 812/339-2203

***Marketing Education Resources***


Burrow, J. & Eggland, S. (1995) *Marketing foundations and functions.* United States: South-Western Publishing Co.

Farese, L. S., Kimbrell G. & Woloszyk, C. A. (1997) *Marketing Essentials. First edition.* United States: Glencoe/McGraw-Hill.

Farese, L. S., Kimbrell G. & Woloszyk, C. A. (1997) *Marketing Essentials. Second edition.* United States: Glencoe/McGraw-Hill.

Mason, R. E., Rath, P. M., Husten, S. W. & Lynch, R. L. (1995). *Marketing practices and principles. Fifth edition.* United States: Glencoe/McGraw-Hill.

Meyer, E. C. & Allen, K. R. (1994). *Entrepreneurship and small business management.* United States: Glencoe-Macmillan/McGraw-Hill.

Samson, H. E. & Little, W. E. (1993). *Retail merchandising: consumer goods & services. Eleventh edition.* United States: South-Western Publishing Co.


All of the above texts are available for review from:
Missouri Vocational Resource Center (MVRC)
University of Missouri-Columbia
8 London Hall
Columbia, MO 65211
800/392-7217 or 573/882-1470

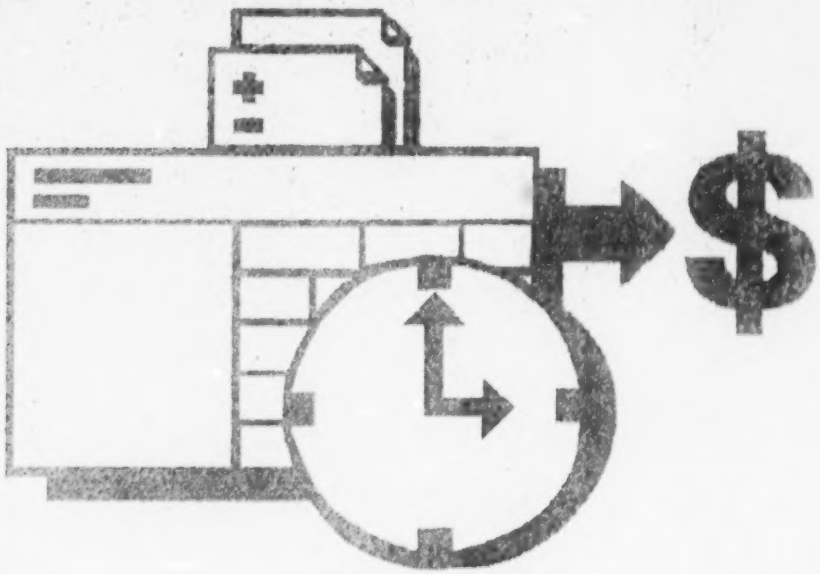
***References for Teaching Strategies***


O'Leary, Pat Wilson *Teams: The Name of the School and Business Game* Business Education Forum, April 1996.

Szul, Linda F. *Working as Part of a Team* Business Education Forum, October, 1995.

*Structured Activities for Business Subjects* NBEA Keying In—Adapted from *Cooperative Learning Strategy: Overview and Applications for Business Education,* by Jean Dennee, Eastern Illinois University, published in *Instructional Strategies: An Applied Research Series,* Delta Pi Epsilon, Volume 7, Number 4, Fall 1991.

# *Materials for the Student*



# *Business, Management, & Technology Module*

## *Overview of the* Career Paths *Concept*

**Some points YOU should know about *Career Paths***

- *Career Paths* are designed to guide you through the exploration of careers which are grouped together because the people in them share similar interests, talents, and abilities. These careers may require different levels of education and training.
- *Career Paths* are based upon a sequence of courses that will prepare you for a first job and for additional educational training.
- *Career Paths* integrate academic and occupational learning.
- *Career Paths* connect classroom experiences and work experiences to bring meaning to your learning.
- *Career Paths* establish strong linkage among elementary, secondary, and postsecondary institutions, and between schools and businesses. The business partnership ensures that classroom learning is relevant and that students receive a solid foundation in academic and workplace skills.
- *Career Paths* provide a plan for all students, regardless of their interests, skills, or talents. Choosing a *Career Path* provides students with a focus for making course selections and career decisions.

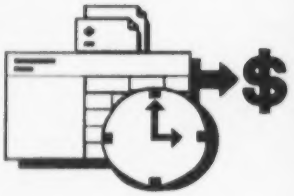
## *The* Career Paths *Philosophy*

- A *Career Paths* system, which focuses on clusters of related occupations, can help you focus on careers and begin making plans for your future.
- As a student, you need two things in order to choose a *Career Path*—knowledge of your interests and abilities and decision-making skills.
- Choosing a *Career Path* is not a lifelong commitment but a place for you to begin. As you take different courses and learn more about yourself and different careers, you may change *Career Paths*.

***The* Career Paths *used in Missouri are:***

- Arts and Communication
  Occupations related to the humanities and the performing, visual, literary and media arts. These may include architecture; graphic, interior and fashion design; writing; film; fine arts, journalism; languages; media; advertising; and public relations.

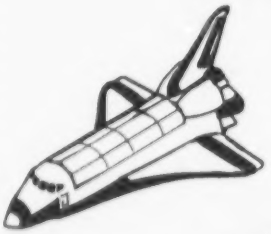
- Business Management, & Technology
  Occupations related to the business environment. These may include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics and management.



- Health Services
  Occupations related to the promotion of health and the treatment of disease. These may include research, prevention, treatment, and related health technologies.

- Human Services
  Occupations related to economic, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

- Industrial and Engineering Technology
  Occupations related to the technologies necessary to design, develop, install or maintain physical systems. These may include engineering, manufacturing, construction, service and related technologies.



- Natural Resources/Agriculture
  Occupations related to agriculture, the environment, and natural resources. These may include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

## *Revisit the Steps in the Career Planning Process*

The career decision-making and planning process might include the following steps:

### Identify Interests, Talents, and Abilities

Use a self-inventory or list your interests, abilities and talents and think about desired job characteristics. This beginning exercise will help you to start thinking about what you might look for in a job.

### Gather Career Information

Gathering career information could include trends in the workplace, budgeting, and setting priorities. As you gather information, you can relate what you discovered in the self-inventory to what you can expect on the job and how a job can have an impact on how you live.

### Make an Initial Career Path Selection

Identify and explore careers you might be interested in pursuing. You should think about personal experiences as well as class activities designed to explore Career Paths.

### Select Courses Related to the Career Path

Make a connection between high school courses and careers as you select courses and design an Individual Career Paths Plan. It is important for you to form a plan of study that will help you achieve your goals. Plans of study show you the many choices you have for coursework during high school and help you think about what you want after completion of your secondary education.

### Advanced Education Plans

Your Individual Career Path Plan should be a workable plan, one that you can evaluate and revise when necessary. It should include your career goals and the academic and workplace experiences which will help you achieve your goal. It may help to respond to these specific questions:

- What are your career goals?
- Where do you expect to be in your career within five years? Ten years?
- What are your educational goals?
- What future training do you plan in connection with your career goals?
- What are your lifetime goals?

### Document Your Career Path Progress

The Career Planning Process will be easier to evaluate if you develop a method for keeping track of relevant information—a method which reflects your style and creativity. One suggested method is to organize career-related information into a personal portfolio. If you completed an exploring process, for example, Exploring Career Paths, include the expanded experiences in your documentation. Careers are changing very rapidly and as you plan for the 21st Century, it will be very important to keep your personal portfolio current and include relevant information.

## *Creating and Maintaining Your Personal Portfolio*

Portfolios can be utilized to include your plan of study and other career information such as a resume, sample cover letter, occupational information, interest inventories, assessments, records of classroom experiences and community-based paid and nonpaid experiences, and other information relating to the career development process.

There are no required components in a student portfolio. You should develop your portfolio according to your own educational and career goals. Suggestions for components to be considered include:

1. Classroom experiences—course plan and examples of class projects
    a. Documentation of academic and technical competencies achieved
    b. Transcripts
    c. Test scores
    d. Writing or research projects
    e. Photos or videos of class projects

2. Work-related experiences—lists of jobs you have held along with the skills and knowledge acquired. Full-time, part-time and volunteer work should be included
    a. Internships
    b. Job shadowing experiences
    c. Class projects
    d. Documentation of workplace skills demonstrated on the job
    e. Photos or videos of work projects
    f. Employer or mentor evaluations
    g. Industry certificates

3. Career Path individual plan—including materials that highlight your preparation experiences
    a. A copy of pertinent documents (course planner, 4-6 year plan, student guide)
    b. Career assessments and aptitude/interest inventories
    c. An outline of career and educational goals
    d. A resume
    e. Letters of application
    f. Letters of reference

4. Activities, awards, and community service—including descriptions of your special interests, activities, and achievements in school and the community
    a. Description of leadership activities
    b. Extracurricular activities such as sports and student organizations
    c. Hobbies
    d. Awards
    e. Volunteer or service learning experiences

# *MODULE ACTIVITY FOR ALL ASPECTS OF THE INDUSTRY*

This activity will provide you with real world, job-related learning experiences and lend relevancy to your school-based coursework. This project will provide you with experience in All Aspects of an Industry.

1. Refer to the Career Cluster chart to review the various occupations listed in the Business, Management, & Technology Career Path. Think about the career exploration activities and individual career plan you have developed. It may help to refer to an interest survey or to your personal portfolio. If necessary, you may wish to revisit the steps in the career planning process before you decide to proceed with this activity. Select the career choice you plan to focus on as you complete this activity. Your instructor will give you specific instructions—if this should be an individual or group activity, how you will proceed with the research, and specific information on the kind of report you should prepare (written report, oral presentation, use of visuals, computer presentation software, etc.).

2. Plan the manner in which you plan to gather this information, how you will organize the information and present the data to the class. Schedule a conference with your instructor to share this information. Be prepared to explain how you will gather the information (from a business person or visit to the company or annual report). Also be prepared to describe how you will present your report to members of the class (written report, oral presentation, use of visuals, computer presentation software, etc.). During the conference with your instructor, refer to the evaluation guide to make sure that you are "on track" with this activity.

3. The final report should examine a company, using the following nine components which comprise All Aspects of an Industry. You should focus on the occupation you have chosen as you organize and communicate this information. Use the planning conference with your instructor and the evaluation guide to make sure your report meets the objectives of this assignment. For supplemental information, including suggested objectives and student activities and suggested interview/research questions, see your instructor.

- **Planning**—How an organization plans, type of ownership (public, private), relationship of the organization to economic, political, and social contexts; assessment of needs.
  *Descriptors:* strategic planning; goals/objectives; assessment

- **Management**—Structure and process for accomplishing the goals and operations of the organization effectively using facilities, staff, resources, equipment and material.
  *Descriptors:* organizational structure/culture; mission statement

- **Finance**—Accounting and financial decision process; method of acquiring capital to operate; management of financial operations, including payroll.
  *Descriptors*: capital acquisitions; financial operations

- **Technical and production skills**—Basic skills in math, communication, computer, time management, thinking; specific skills for production; interpersonal skills within the organization.
  *Descriptors:* team player skills; basic academic skills; specific production skills

- ***Underlying principles of technology***—Technological systems being used in the workplace and their contributions to the product of the organization.
  *Descriptors*: workplace technology; continued professional training

- ***Labor issues***—Rights of employees and related issues; wage, benefit and working conditions.
  *Descriptors*: job descriptions; employees' rights and responsibilities; role of labor organizations

- ***Community issues***—Impact of the company on the community; impact of the community on the company product of the organization.
  *Descriptors:* community issues; organization's involvement

- ***Health, safety, and environmental issues***—Practices and laws affecting the employee, the surrounding community, and environment.
  *Descriptors:* regulatory issues; safe workplace

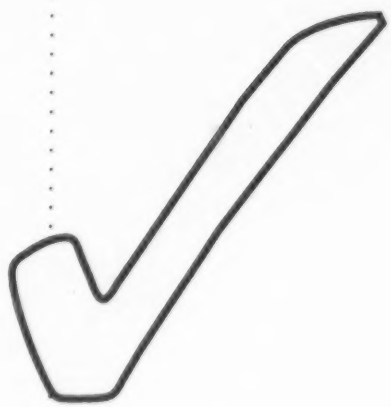
- ***Personal work habits***—Nontechnical skills and characteristics expected in the workplace.
  *Descriptors:* positive attitude, personal fitness and appearance, readiness to work

Evaluation of the project—the evaluation guide, which identifies the expectations/points for each component of the project, will be followed.
(See STUDENT page 7)

# Evaluation Guide

## *Activity for All Aspects of an Industry*

| | Exemplary 2 points | Acceptable 1 point | Not Acceptable 0 points |
|---|---|---|---|
| **I. Written Communications** | | | |
| Student organizes thoughts into expressive written form | ❑ | ❑ | ❑ |
| Student uses correct grammar and spelling in writing | ❑ | ❑ | ❑ |
| Student proofreads, edits and revises written documents | ❑ | ❑ | ❑ |
| **II. Oral Communications** | | | |
| Student delivers messages with clarity | ❑ | ❑ | ❑ |
| Student follows oral directions | ❑ | ❑ | ❑ |
| Student participates in group discussions | ❑ | ❑ | ❑ |
| Student listens effectively | ❑ | ❑ | ❑ |
| Student utilizes good public speaking skills | ❑ | ❑ | ❑ |
| **III. Mathematics Usage** | | | |
| Student uses basic computational skills | ❑ | ❑ | ❑ |
| **IV. Computer Usage** | | | |
| Student produces a product using technology | ❑ | ❑ | ❑ |
| **V. Problem Solving** | | | |
| Student identifies and defines problems/issues | ❑ | ❑ | ❑ |
| Student generates and selects from alternative strategies | ❑ | ❑ | ❑ |
| Student considers the consequences of actions | ❑ | ❑ | ❑ |
| Student makes informed decisions | ❑ | ❑ | ❑ |
| **VI. Interpersonal Skills** | | | |
| Student contributes ideas, suggestions and effort for completion of group tasks | ❑ | ❑ | ❑ |
| Student demonstrates conflict resolution | ❑ | ❑ | ❑ |
| Student cooperates as a member of a multi-ethnic, mixed gender team | ❑ | ❑ | ❑ |
| **VII. Time Management** | | | |
| Student schedules time to meet task/project deadlines | ❑ | ❑ | ❑ |
| Student selects appropriate human/material resources | ❑ | ❑ | ❑ |
| Student allocates human and material resources to complete a task/project | ❑ | ❑ | ❑ |



Total points earned _____ (40 points possible)

# *MODULE ACTIVITY FOR JOB APPLICATION/ PROCUREMENT PROCESS*

The job application/procurement process is a relevant, real-world situation. This activity is designed to use current technology while you focus on communication skills involved in the application/interview process. Your instructor will give you specific instructions regarding the group activity.

***Group A*** You will choose from the B, M, & T occupations listed on the "Career Clusters" chart. While focusing on that occupation, you will research the skills/training/experience required for the position and write a Job Vacancy Announcement.

Information for the announcement could come from an Internet search of companies and specific job descriptions, or actual research in the community, perhaps from someone who works in this occupation or a school business partner. Paper resources for this information could include local newspapers.

When the Job Vacancy Announcement is written and edited, forward it by e-mail to students in Group B.

***Group B*** Use the Job Vacancy Announcement then prepare and forward by e-mail letters of application and resumes to Group A.

You should use the available technology to explore the use of templates for letters of application and resumes. If possible, you should also download resumes from the Internet and evaluate for effectiveness and appropriateness.

***Group A*** Upon receipt of the application letters and resumes, you should write and forward by e-mail application acknowledgment letters to members of Group B. While working with other members of Group A, you should evaluate the resumes and letters of application according to the criteria advertised in the Job Vacancy Announcement.

After screening and evaluating the resumes and application letters using the evaluation guide and resume and cover letter checklist, you should notify Group B participants via e-mail their status in the employment selection process.

***Group B*** Participants who are being considered for the advertised position should be told that they will be interviewed. The process could involve an actual interview with a local business representative or video teleconferencing or with interviews conducted by and/or input provided by local business representatives.

Preparation for the interview involves knowing yourself and the job for which you are applying. You may need to reassess your skills, abilities,

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experiences and accomplishments and be ready to communicate how you can meet the employer's needs. It is a good idea to practice for the interview and be prepared to respond to questions as well as ask appropriate questions during the interview.

You may wish to refer to the "Job Interview Questions" for preparation. As further preparation for the interview, you should know the name of the company and adequate information about it, ask if you will be meeting with one person or interviewing with a team, and if there will be a performance portion to the interview such as a writing assignment (example, a letter to be composed at the computer by the applicant.)

Group B participants who are not being considered for an interview should write and e-mail Group A and ask the reason why you are no longer being considered for the position.

***Group A*** You will observe the interviews, evaluate the responses and select a candidate. You should notify finalists who were not selected as the final candidate by e-mail. You should also e-mail an offer of employment to the finalist. The offer of employment should request that the selected finalist e-mail either an acceptance or a rejection of the offer.

***All Students—Groups A and B***

Following this activity, you should focus on developing an individual career plan. An excellent follow-up to this activity includes job shadowing or mentoring with someone in the **B, M, & T Career Path**. This step in the activity should include discussion about your individual career plan with input/advice from the mentor. This will provide an important link to career opportunities in the community. You should also consider continued educational opportunities as you develop your career plan. If you are just beginning your career plan, refer to the guide on STUDENT page 16.

You will benefit by projecting your career plan outside the community. The Internet is an excellent tool for this part of the activity. If available, you should search for one of the following addresses or one provided by the instructor:

| | |
|---|---|
| www.works.state.mo.us | for Missouri WORKS! |
| www.atb.state.mo.us | for America's Talent Bank |

You may refer to sample pages located in the Resource Section, pages 12-13.

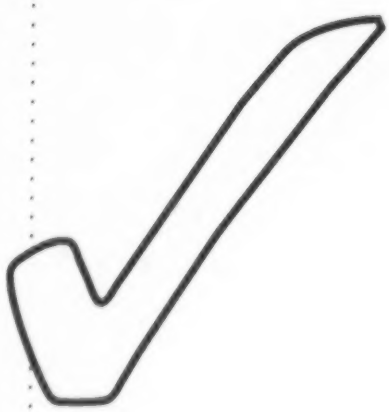
Using the on-line information for Missouri WORKS! you can search Missouri Job Openings by all job openings and by location to narrow your search add/update your electronic resume to the Talent Bank Database and use ATB's Resource Center to locate labor market information such as the top 10 job titles used in electronic resumes and other statistics.

Evaluation of the project—the evaluation guide, which identifies the expectations/points for each component of the project, will be followed. (See STUDENT page 10)

## Evaluation Guide

### *Activity for Job Application/Procurement Process*

| Mastered | Not Mastered | |
|---|---|---|
| ❑ | ❑ | Organize thoughts into expressive written form |
| ❑ | ❑ | Use correct grammar and spelling in writing |
| ❑ | ❑ | Proofread, edit and revise written documents |
| ❑ | ❑ | Deliver messages with clarity |
| ❑ | ❑ | Follow oral directions |
| ❑ | ❑ | Participate in group discussions |
| ❑ | ❑ | Listen effectively |
| ❑ | ❑ | Utilize good public speaking skills |
| ❑ | ❑ | Produce a product using technology |
| ❑ | ❑ | Identify and define problems/issues |
| ❑ | ❑ | Generate and select from alternative strategies |
| ❑ | ❑ | Consider the consequences of actions |
| ❑ | ❑ | Make informed decisions |
| ❑ | ❑ | Contribute ideas, suggestions and effort for completion of group tasks |
| ❑ | ❑ | Demonstrate conflict resolution, if necessary |
| ❑ | ❑ | Cooperate as a member of a multi-ethnic, mixed gender team |
| ❑ | ❑ | Schedule time to meet task/project deadlines |
| ❑ | ❑ | Select appropriate human/material resources |
| ❑ | ❑ | Allocate human and material resources to complete a task/project |

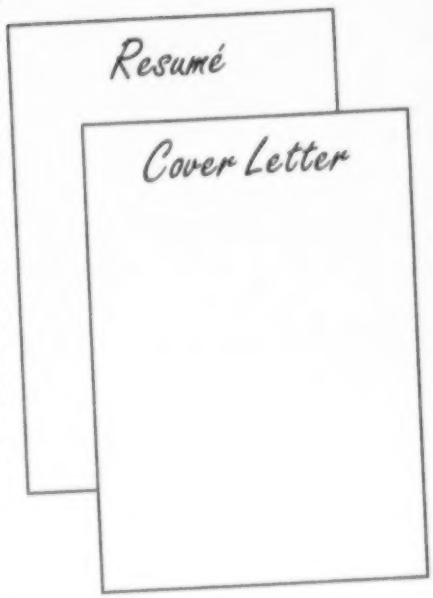


**Rating Scale:** **Mastered—has performed task satisfactorily**
**Not Mastered—has not performed the task satisfactorily**

## *Resumé Checklist**

**Did you:**

- ❑ emphasize your assets, show how your skills meet the employer's needs?
- ❑ write in a truthful, clear and concise manner?
- ❑ communicate effectively—say what you wanted to say?
- ❑ use action verbs?
- ❑ outline your work history, education, references, etc. on one to two pages?
- ❑ write your resume in a business-like way?
- ❑ proof for typing, grammatical and spelling errors?
- ❑ edit/rewrite the resume several times?
- ❑ print your resume on high quality paper for a professional image?
- ❑ include only relevant information?




## *Cover Letter Checklist**

**Have you:**

- ❑ included your complete return address and phone?
- ❑ chosen the appropriate salutation?
- ❑ chosen a business-like format?
- ❑ written an introductory paragraph that gets attention?
- ❑ highlighted key strengths and abilities?
- ❑ demonstrated how your abilities would be a valuable asset to the company?
- ❑ stated your relevant education and experience?
- ❑ proofread for typing, grammatical and spelling errors?

* SOURCE: *Missouri Career Guide,* MOICC

## *Job Interview Questions**

**Questions you may be asked at your next job interview:**

- Tell me about yourself.
- What courses did you like best in school?
- Tell me about your previous work experience.
- What are your career goals?
- What do you consider your greatest strengths and weaknesses?
- What do you know about this company?
- What qualifications do you have that would make you successful in this job?
- How much money do you expect to make?
- Why should I hire you?

**Top 10 questions YOU should ask the interviewer:**

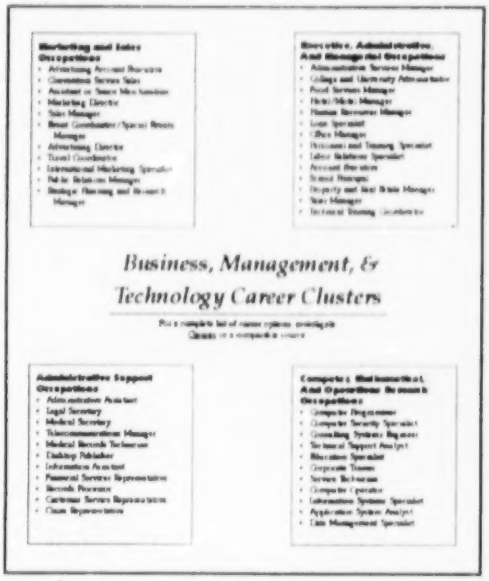
- What are the job responsibilities?
- What are the promotion policies?
- What type of person do you need to fill this position?
- What do you like most about (name of company)?
- How are the goals and objectives set at (name of company)?
- What is the work/educational background of the employees at this company?
- Can you tell me something about the department/area/location in which I would be working?
- Would there be a training period, or would I start immediately?
- How will I be evaluated?
- What do you see happening 10 years from now at (name of company)?

* SOURCE: *Missouri Career Guide*, MOICC

# *MODULE ACTIVITY FOR A PROFESSIONAL PROFILE*

You will choose an occupation from the B, M, & T occupations listed on the "Career Clusters" chart and identify an individual in that career. You will then prepare a profile of the individual and follow with an interview and job shadowing activity.

This activity involves research—the educational and work experience required to prepare for and succeed in the occupation and the interpersonal skills involved. This activity is designed to provide for the personal contact with an individual and development of a profile. You will develop the skills to communicate effectively within and beyond the classroom. This activity also allows students to develop interpersonal skills.




### *Preparation Phase*

You should meet with others working on this activity for a brainstorming session to develop a list of "what to include in a profile" and develop a list of questions to ask during the interview.

You should locate examples of profiles (from various sources) or use the Internet to locate in-depth profiles on various companies by "contacting" the home page of companies or using a source such as Career Mosaic which profiles many companies.

The profile you develop should include the educational experience as well as the work experience of the person selected for the profile. Profiles should be shared with the class. Your instructor will decide the format and method of reporting the profile (oral report to the class, written project or electronic media.)

### *Research Phase*

Research the occupational choice by using sources such as those available from Missouri Occupational Information Coordinating Committee:

- *MICRO-OIS*—software used to examine growth occupations, the industries that employ persons in these occupations, and the number of persons completing related educational programs.
- *MISSOURI CHOICES*—a computer-based career exploration and decision making system that focuses on a total career development process and teaches the process of self and career exploration.
- *MISSOURI CAREER GUIDE*—a newspaper tabloid publication which provides career development and decision-making information with articles on job seeking resume writing, and interviewing techniques.

Research on the Internet could begin with:

www.works.state.mo.us for Missouri WORKS!

www.atb.state.mo.us for America's Talent Bank

You may refer to sample pages located in the Resource Section, pages 12-13.

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